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ABSTRACT

The purpose of this project was to develop and disseminate a conceptual model for comprehensive secondary school (7-12) career guidance programs. The model consisted of transportable packages intended to provide a framework for the delivery of career guidance strategies designed to facilitate the achievement of desired student outcomes. Initially, sixteen Georgia school systems were involved, but later seven systems were discontinued and twenty-one new systems were added. A needs assessment was conducted to ascertain need priorities for program planning and development, and a multiple criterion approach to the assessment of the project was planned (some of the instruments are appended). The major conclusions are (1) though staff development is costly and frustrating, it seems to be the key to lasting effect and carry-over from project orientation to project continuation; and (2) there is a critical need at all levels (state, local, and federal) for more program coordination. (Numerous materials are appended, including guides for training paraprofessionals, establishing a career guidance center, setting up a career guidance library, and evaluating the program. Also, twenty-four related documents are available, such as a program development guide--CE 018 146; a staff development handbook--CE 018 138; an external evaluation of the training materials--CE 018 339; and several staff development training manuals and materials for both the secondary and elementary school levels.) (BH)

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FINAL REPORT

Project No. V0244VZ
Grant or Contract No. OEG-0-74-1741

A Needs Based Vocational Guidance Program

Exemplary Project in Vocational Education
Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PART I

SUMMARY OF THE REPORT

SUMMARY OF THE REPORT

Time Period Covered by the Report

July 1, 1974 through September 30, 1976

Goals and Objectives of the Project

The concept of career guidance, and the projects which are operating to deliver these services, are based on a number of premises which are:

--Schools should address the guidance needs of students with a life career development perspective. This means that an approach must be used which recognizes the various growth stages one experiences throughout his life.

--In order to deliver the required services to students, a team approach, consisting of school personnel, is necessary.

--Guidance can no longer be perceived as a function solely of the counseling staff. Guidance must become an integral part of the curriculum rather than a support service.

--A guidance project/program must be based on the assessed needs of students, teachers and persons from the community in that order of priority.

--Each student in the school needs someone in the school who is responsible for helping plan his/her experiences.

--A sound liaison must be established with the community through open communication, active involvement and cooperative effort.

--In order to improve guidance, and, subsequently, student career planning behavior, school personnel must receive training in the latest career guidance materials and methods.

--In order for students to adequately plan their futures, or careers, up-to-date, accessible information must be made available to them.

--Along with having this readily obtainable information, students must be taught how to process it.

Procedures Followed

The project was developed in the following six phases:

1. Start-up - Project activities were organized and staff oriented, local system participants were selected, and the activities for the project were planned.

2. Needs Assessment - Goals and objectives were developed, assessment procedures were established and a system was developed for reporting collected data.

3. Program Planning and Development - Particular strategies required to eliminate the identified needs were developed.

4. Field Testing and Piloting - An evaluation system was developed to determine which processes have caused appropriate changes in student behavior.

5. Preparation of Staff - Training conferences and training packages were developed to prepare local system personnel to implement the proposed strategies.

6. Implementation - Practices and strategies developed under the project will be implemented on a state-wide basis.

In order to implement most of the above procedures, the "parent" project utilized 16 Title III career guidance project sites in various areas of Georgia. A needs assessment was done using the Career Maturity Inventory, The Assessment of Career Development and the Georgia Career Guidance Card Sort. This involved the testing of 6,000 students, grades 7-12, in the 16 Title III school systems. All of the concepts, instruments, goals and materials developed through the project in question have been and will

continue to be utilized in these original systems and with additional ones each year.

Results and Accomplishments

Through the medium of the original 16 "test" sites, the following observations and results have been realized:

I. Major Components of a Career Guidance Project/Program

A. Needs Assessment - which involves student, staff and community with emphasis on student data. A number of instruments can be, and have been used: the Career Maturity Inventory, the Assessment of Career Development and the Georgia Career Guidance Card Sort. The latter instrument has been found to be quick, concise and acceptable to those using it. The Card Sort is recommended to those anticipating involvement in a project.

B. Program Planning and Development - which requires the involvement of a corps, or team, of teachers, counselors and administrators who study and rank by priority the needs data; identify goal areas (drawn from the Georgia Career Guidance Goal Areas) based on need priorities; recognize existing program gaps; assign tasks to staff; plan staff development based on student and staff needs; prepare specific student and staff objectives; and oversee and facilitate the implementation, through infusion of the objectives.

Determining who, does what, to whom, when is one of the biggest problems to be dealt with. To manage this will require extensive cooperative planning, open communication and constant supervision.

C. Staff Development - will involve 20-50 percent of the faculty and will be implemented on a continuous basis. Topics to be covered are chosen based on priority needs and goals. As staff task assignments are made, skill needs are established. To be of greatest efficiency, staff development programs will consist of approximately four hours

after school per month throughout the year. Also, some summer training is usually done prior to actually beginning the project. Content of the training is based on skill needs of staff in terms of task assignments.

Faculty participating in staff development may receive a stipend, course credit or State staff development units (SDU's). The SDU's are used to renew certification. Some faculty members will become involved in staff development simply out of interest and dedication. A number of resource packages have been developed for use in staff development programs. These include topics such as human relations training, employability skills and daily living skills. These packages which are in use by all the projects are highly recommended for school training programs.

One important fact to remember is that all the staff development that needs to be done cannot be done in one school or calendar year or even an 18 month period. As a result, most of the outcome evaluation during the first year or so, and the resulting data, pertains to staff training and development.

D. Career Guidance Center (CGC) - this facility, which is the "nerve center" for a project, is centrally located with easy student access and is similar in size to a classroom. The CGC is used for activities such as the following: individual and group information searches by students, presentation to students by community representatives, student discussion groups on topics such as parenthood, career planning, peer conflict. The CGC houses materials and equipment to be used specifically for occupational, educational and self awareness and planning activities. These materials are cross catalogued with those in the media center and those which are available through programs such as the Program for Education and Career Exploration (PECE). All purchases of materials are based on student and staff needs.

Placement in paid and non-paid work experience sites also takes place through the CGC. This function, along with the materials center one, obviously requires much cross-program coordination. The placement activities and the visits to the school by community representatives, along with field trips by students, necessitate a strong community liaison.

The CGC is a busy, flexible facility which can, and often does, accommodate a number of activities simultaneously. It is staffed in most cases by a paraprofessional who is trained to implement a number of tasks which occur in and around the CGC.

E. Budget - in planning the budget for a career guidance project/program, provisions should be made for the following: purchase and scoring of needs assessment and evaluation instruments, materials for student and staff utilization equipment for student and staff utilization, some rennovation or room modifications, staff development (stipends, etc.), printing, travel, contracted services, salaries (part-time).

Budgets should reflect efforts toward combined funding, i.e., State and local staff development funds; Title IV, C funds; Part D, Vocational Education funds. All purchases should be made in light of student and staff needs and objectives for the program. Actual expenditures will approximate 70,000 the first 18 months of operation with only paraprofessional salaries, if any; some staff development and small materials expenses during subsequent years. These expenses after the initial start-up costs will vary with salaries requiring the greatest amount of support.

F. Evaluation - as plans for the program are developed, means of evaluating the extent to which activities and components of the project (process) have been realized and the affect on student behavior of these activities should be included. Specific objectives are written for all activities. Plans include the use of a standardized instrument such as the Career Maturity Inventory or the Assessment of Career

Development in a pre/post activity manner in order to detect changes in student attitude, behavior or knowledge.

Questionnaires, surveys, interviews and standardized instruments are used to determine the effects of processes or procedures. Some "side effects" or "fringe benefits" might be a reduction in absences, fewer dropouts, improved grade averages or fewer disciplinary problems.

Specific outcome, or performance, objectives are also written for each task and criteria set for determining achievement of the task. For example, if the objective is to improve classroom climate, level of responses by students on a questionnaire pertaining to the atmosphere in the classroom could be used for determining if the predetermined criterion is reached.

II. A Chronology of Basic Management Processes for Career Guidance Projects

This chart (Appendix J) illustrates those procedures, or processes, which are basic to the operation of a career guidance project. They are not intended to be exhaustive or inclusive since many of those listed can be detailed further. The purpose of this chart is to demonstrate the sequence which occurs in most cases during the actual "project" operation. As shown on the chart, some procedures take place simultaneously. It should be recognized that the 18-24 month period of "project" orientation should graduate into a "program" orientation since such processes as staff development, infusion and evaluation should continue long after the "project" has ended.

III. Recommended Time Line for Career Guidance Projects

This time line (Appendix B) corresponds to the preceding chart of process and places them in an actual time perspective.

Attention should be given to the following points: some unfunded, "soft," or pre-project time will be required; the actual funded period will approximate 18 months in

most cases; outcome data will consist primarily of staff performance and affect in the beginning with student data becoming more available during the "second" year of operation; orientation from a funded "project" to an operating "program" should be realized around January of the "third" year.

IV. Activities Implemented Through a Career Guidance Project/ Program

Through the various components and processes mentioned earlier, activities such as the following will take place:

A. Teacher in-service training which varies in time from one day to nine months and varies in subject matter from self exploration to daily living skills.

B. Teachers and counselors cooperatively leading group exercises on topics such as values exploration and decision making.

C. Students participating in discussion/activity groups on various topics such as conflicts with parents, decision making and consumer skills in classes and in the Career Guidance Center (CGC).

D. Students obtaining avocational, occupational and educational information, as individuals and in groups, in the CGC or in classes.

E. Students exploring occupational or educational interests through visits to the school by community representatives or through visits into the community by students.

F. Students being assigned a teacher/advisor who will follow the student's progress throughout his school career.

G. Faculty members referring students to the CGC as individuals or in groups for information searches or work on topics relating to career guidance or traditional subject matter.

H. Teachers being trained in the use of and, in turn, utilizing career guidance concepts, materials and government agencies.

I. Representatives from business, industry and government agencies making presentations on their vocations and avocations to students in the CGC and in classes.

J. Students being placed in various work experience settings, paid and non-paid, through the CGC.

V. Results of a Career Guidance Project/Program

A. The needs of a greater number of students are serviced through this curriculum-based approach.

B. Students, staff and community have input into the program through expressing their needs and by working together to address these needs.

C. Both the community and school achieve higher levels of visibility and credibility with each other and with students.

D. Cases of improved teacher and student morale have been reported.

E. Attendance has improved in some classes which have been a part of the project.

F. Teachers, administrators and parents have experienced new insights into student needs and concerns.

G. A cooperative effort among teachers in various disciplines and grade levels has begun where little occurred previously.

H. Teachers understand, are "sold" on, and utilize career education/development methods and materials to a much greater degree.

I. Participating school systems now have access to materials and methods which they heretofore did not.

J. Staff development programs are being supplemented or revitalized where little in-service activity was taking place.

K. There is some evidence that students involved in project activities show improvement in the areas of self understanding and self confidence, career planning skills and attitudes toward work.

L. At the State level project efforts have facilitated, if not necessitated, cooperation among programs. A synthesis of funding sources has also been affected.

Evaluation

Assessment in the project(s) has taken a multiple criterion approach, which is advocated by many of the authorities in the field of evaluation. We have used, and similar procedures are recommended to others involved in a similar effort, an objective based format (Appendix O), self rating scales (Appendix N), team rating scales (Appendix N) and, to the extent possible, pre/post studies using standardized instruments such as the Career Maturity Inventory.

Conclusions and Recommendations

Some conclusions are: training of staff is costly, frustrating, time consuming, and it is a necessity; evaluation is about as difficult to achieve as staff development; management of the SEA and LEA bureauracracies can be a major stumbling block. Such an effort without the prospect of some funding is virtually doomed.

It is recommended in summary that: realization of any real change, particularly with students, should not be expected before the end of the second year of operation.

A great deal of time should be spent with administrative personnel for the purpose of conveying the magnitude of time, effort and change expected. This should be followed by a commitment from the administrators, possibly before funding is even mentioned. At least six months of preparation time should be spent with all personnel to be involved before any commitment is made by LEA or SEA staff as to funding.

PART II

BODY OF THE REPORT

BODY OF THE REPORT

Problem Statement

In the conventional guidance program the career development needs of youth are oftentimes neglected in favor of crisis or remedial counseling needs and services and/or quasi-administrative needs or tasks. Surveys have shown that counselors are not communicating in meaningful ways that make much of a difference to students in their career choices (Guidepost; May 4, 1973). Counselors have drawn criticism from several sources for not adequately attending to the career planning and preparation needs of children and for their insufficient training in career guidance processes (Willingham, et. al., 1972; Ginzburg, 1971). Studies by the U. S. Office of Education, the American College Testing Program and the National Advisory Council on Vocational Education, all indicate that career planning goals for students are being slighted.

Many see career guidance as a very real need for the future. Among them is Dr. Felix C. Robb (1973), who says that "Our nation and its people can no longer afford the haphazardness and error of an educational system that encourages students to wait until they have completed high school or college before facing the awesome question of how they will earn a living and become self-sustaining, contributing citizens in a community."

Career Planning Assistance

Career guidance programs and related career planning on the part of students seem to be generally lacking. The USOE study (National Longitudinal Study of the High School Class of 1972) indicated that only small numbers of high school students were receiving counselor assistance in the following categories: (1) job placement (38 percent); (2) choice of curriculum (15 percent); and (3) post-high school plans (5 percent), (Guidepost; November, 1973).

Over 52 percent of the seniors expressing an opinion in the USOE study said that "the school provided me with counseling that will help me continue my education." Yet only 38 percent agreed with a similar statement regarding help in finding employment (Guidepost; November, 1973). The American College Testing Program (Prediger, et. al., 1973) reported that half of the students polled indicated that they had received little or no help with their career planning.

The ACT study concluded that ". . . counselors are not providing help wanted by the students with career planning on a one-to-one basis or by means of group guidance." The study indicated that 75 percent of the students felt that this career planning was most important and wanted help. This was especially true of girls. The study indicated that over 50 percent of the female respondents were choosing the traditional "female" jobs, and that most juniors and seniors had no idea whether or not their educational plans and occupational aspirations were congruent.

The Georgia Advisory Council on Vocational Education (1973), in presenting their fourth annual report to the State Board for Vocational Education of the State of Georgia, expressed concern about the role of high school counselors in vocational guidance and job placement. The National Advisory Council on Vocational Education (1972), in its sixth report, made similar recommendations concerning the need for strengthening guidance workers' skills in the areas of career guidance, counseling and placement.

Young people are experiencing increased periods of segregation from active, purposeful and responsible participation in the real world as they spend an increasing amount of time in formal educational structure. Youth lack an experiential understanding of society and the world of work. There is need for the guidance team to foster new and closer relationships among academic disciplines (including vocational education), other school personnel, the community and the world of work. A survey of consumers' views of counselors in Montana supports this need in his finding that students, parents and teachers indicated counselors should provide more vocational services to students (Guidepost; June, 1973). A similar survey of Indiana High School seniors showed slightly over 5 percent of the students considered the school guidance counselor as the most helpful or second most helpful source in making a career choice (Guidepost; May, 1973).

A 1973 survey at the University of Pittsburgh (Guidepost; April, 1974) reported high school guidance counselors had a negligible impact upon career choices of their blacks and women. The general feeling among these students was that their high school counseling experiences did not suit their career planning needs.

In response to information repeatedly indicating that students are not receiving sufficient assistance with their career preparation and planning, Bottoms, Gysbers and Pritchard (1970, page 12) express "a national concern that the pre-service and in-service training of counselors be modified substantially to include experiences which develop competence in career guidance, counseling, career exploration

and in placement to enable counselors to assist all youth in their career development."

Traditional Guidance Program

There is sufficient evidence to suggest that traditional guidance programs and practices must move from a services-oriented approach which has become reactive, ancillary and set apart from the educational mainstream and move toward a developmental guidance approach where program content and processes are determined by the needs of students and goals of local educational personnel.

Counselors have been reluctant to change their mission to meet the changing goals of students. Part of the reason stems from the success which counselors have experienced in helping their students matriculate in the institutions of higher education--a major goal of the 60's. However, the mood of the 70's has shifted to a broader concern for the guidance and counseling of all students and not just for the collegebound. One-to-one personal counseling is a luxury which school counselors can no longer afford, at least in the same extensive way as before.

Traditionally guidance programs have sought to achieve too many all encompassing goals. The "self-actualization and optimal development" of all children leads to constant failure if, in fact, measurement of the achievement of such a goal is even possible. Herr (1974) calls attention to the inappropriateness of guidance objectives which do not lend themselves to being operationalized or researched. Global goals must yield to measurable objectives which are related to student needs.

"Within the guidance profession there is a growing dissatisfaction over shortcomings in guidance practice," (Willingham, et. al., 1972). In actuality the goals of society have undergone dramatic change while the goals of education and guidance have remained relatively stable. "In changing times, unchanging schools are anomalous" (Howsam and Houston, 1972).

Curriculum-Based Career Guidance Team

The responsibility for the implementation of a needs-based guidance system can no longer be delegated solely to the counselor. Fulfillment of the guidance function requires a team approach. Counselors, teachers, administrators and other educational personnel must develop new ways of working together. Such direct intervention

processes as individual and group counseling must be augmented with indirect and shared processes where counselors work with teachers and other school personnel in providing indirect assistance aimed at the personal development of students.

Career guidance activities should be designed to help students understand the functional relationships between school and the working world. The guidance function must be curriculum-involved and not implemented through a group of isolated activities.

Bottoms, Gysbers and Pritchard (1970) contend that career guidance is an integral part of the school curriculum. It is their belief that the roles of the school principal, the curriculum and the teachers are just as important to the career guidance of students as is the role of the counselor. They see the secondary school as being in a strategic position to help students understand the importance of educational and occupational choices by providing relevant experience as a part of regular classroom instruction. Such a central, curriculum involved role for career guidance is likewise strongly advocated by Pierce (1973), Deputy Commissioner of the U. S. Office of Education.

Goals and Objectives of the Project

Purpose:

The purpose of this project is to develop, package and validate a transportable career guidance system derived from student needs which utilizes curriculum-based strategies and a team approach. In order to fulfill this purpose the following goal and objectives have been generated.

Goal:

The main goal for the project is to develop and disseminate a conceptual model for comprehensive secondary school (7-12) career guidance programs. The model will consist of transportable packages which will provide a framework for the delivery of career guidance strategies designed to facilitate the achievement of desired student outcomes. These processes are designed to achieve the specific objectives outlined below:

1. To develop the capacity in selected local school systems to plan educational/guidance programs based on student needs.

2. To plan and design a guidance delivery system that will enable schools to meet the career development needs in the broad sense and vocational guidance needs in particular of their total student population.

3. To design and develop training packages that will enable the local guidance team to acquire the appropriate competencies.

4. To tryout the total delivery system in Georgia school systems that have a student body comparable to a variety of schools across the nation.

5. To emphasize in all aspects of this emerging program the facilitation of career/vocational planning for students at grades 7-12.

Description of the Project, Results and Accomplishments

1. Although there was much confusion and resultant frustration in the beginning, this was overcome for the most part during the first year. It is felt that, by coordinating the University of Georgia project efforts and those of the 16 Title III career guidance projects, all those involved had tremendous opportunities to formulate, develop and try the concepts together.

   Since the last report, each of the 16 Title III projects which are utilizing the University of Georgia model were evaluated on-site by teams. As a result of these evaluations and through natural selection, seven of the original sixteen projects have been discontinued. Appendix A illustrates those projects which remain. An encouraging result of these cancellations has been that, in most of these discontinued school systems, the projects have continued to operate. This indicates to us that many of the attitudes and processes which began as a project are evolving into a program, which is one goal we hoped to achieve.

2. Twenty-one additional systems have been funded through various sources to adopt and implement the processes established under the initial project. This brings to 30 that are presently in operation as funded projects (Appendix A).

3. As a result of the combined University of Georgia/ Title III project activities, we have devised a time line (Appendix B) which is the "normal" time table which is recommended for all new projects. This we feel is the minimal amount of time required for a school system to establish an operational base which is adequate for movement from a project to a program, regardless of kind or level of funding. This time line should, of course, be considered adaptable depending on the individual school system.

4. Appendix C is indicative of the correspondence concerning the staff development we have, or will have, with project systems. After identifying a given number of school systems in each educational district, these systems were asked to attend a briefing/orientation session to further explain the amount and kind of funding which was to be made available for project operation. At this time the prospective systems were told what was expected of them. Following this meeting 14 systems opted not to participate leaving the 21 new systems we now have.

   The remaining 30 systems, nine original and 21 new, attended two separate four-day sessions on program planning and management and in human relations training. The resource package developed through the University of Georgia project was used in the latter. Two days were spent on each topic.

   In October all 30 of the projects will participate in another four-day meeting. At this time the participants will receive training by Department of Education personnel in the University of Georgia resource packages which are requested by the participants.

Representatives from the new and old systems will attend training sessions in September in the Vocational Exploration Group (VEG) materials and in the Life Career Development System (LCDS) materials. It has been our experience that both these will complement the University of Georgia training packages and give the LEA personnel some basic knowledge and skills, not to mention confidence, which bolster their efforts in the implementation of their projects. It is expected at this point that any additional school systems which adapt/adopt our model will take similar training.

All of those receiving the above training are expected to return home and train 20-50 percent of their colleagues in these methods.

In addition to training in the LCDS and VEG, the LEA's are providing staff development in the University of Georgia modules as they become available. Many have begun or have completed sessions in the Human Relations and Educational Environment packages (Appendix D). These were recommended as openers since the constructs and skills covered in them underlie all the other packages.

Staff training in the LEA's is being expedited in a number of ways: one to four hours per month after school; a week or more in the summer. In all cases the participants receive a stipend, course credit or staff development units which can be used for certification renewal. University personnel often teach the courses or LEA personnel are appointed as adjunct professors through a training institution.

All projects have been asked to involve 20-50 percent of their faculties, from various disciplines, in the staff development.

Funds for this training have come from various sources, including each project budget. We have encouraged combination funding to help insure inter-project or inter-program cooperation within each school system. This has reverberated upward to the SEA level.

Since each project has been required to employ a paraprofessional, we have prepared a training presentation of approximately four hours to be used with these individuals (Appendix E). This program is based on what these persons have asked for, a review of literature and our own experiences. The paraprofessionals receive mainly on-the-job training which is complemented by the LCDS program. We plan to develop a formal guide for training paraprofessionals as soon as possible.

5. We are very pleased that in all 37 of the projects a Career Guidance Center (Appendix F) has been established and is operating, some even though funding has been discontinued. These have provided guidance with a great deal of visibility and many school systems with a facility which they would not have otherwise established. These Centers have served as a "nerve center" for affective education. They have provided participating schools with a medium for building a positive community liaison which hasn't been emphasized previously. The Career Guidance Centers have also provided students and teachers a facility where they can come individually or in groups to learn, discuss and investigate. Most of these Centers are multi-purpose resource rooms which are staffed by a paraprofessional and students. In a number of cases personnel from various programs have pooled equipment and resource material in the Center and have cross-listed them with the library. We have prepared a number of materials lists which are used as recommended purchases by projects (Appendix G).

   The school-community liaison is facilitated through the use of speakers' bureaus, field trips and work experience.

   We have developed a slide/tape presentation to be used in orientation sessions with those new to the Career Guidance Center concept.

6. Although we have not advocated the addition of separate courses for the purposes of delivering guidance, some projects have established curricula. Due to the LCDS some have begun using the materials, taught by the counselor and paraprofessional, as

the text for a course in career planning. These have been well accepted by students. Other teachers, e.g. English, are using these an an integral part of their course instruction. We have included (Appendix H) some examples of actual lesson plans which were prepared by teachers taking staff development through their project. We are emphasizing an "infusion" process where a teacher teaches subject matter and encourages self and career awareness concurrently; one through the medium of the other.

7. The booklet, Career Guidance in Georgia, (Appendix I) was produced through the University of Georgia project. This book details the concepts, constructs, goals and processes necessary to adequately expedite the Georgia Career Guidance Model. We feel this publication can give the reader, regardless of location, the background for establishing a program such as ours.

8. One of the most important accomplishments of the project has been the development of staff training packages in all of the nine priority goal areas falling under the model for the University of Georgia project. We have these modules which are included as Appendix D. As mentioned earlier, personnel from all school systems which establish career guidance projects/programs will receive training in the packages. These persons will in turn train others in their school systems. All of the packages which have been used by SEA staff have been well accepted by participants; the only complaint which we have concerning the packages is one of a quantiative rather than a qualitative one. That is the problem of finding the time and/or inducement to encourage LEA staff to participate in the training. This is compounded by the fact that some of the packages, e.g. Human Relations Training, or basic to proper implementation of the others, or to good teaching in general.

We are finding that there are some school personnel who can take a method such as role play or brainstorming and use it well. Others cannot communicate with students in an unharmful manner, not to mention be positive and facilitative. We feel these skills are absolute necessities if guidance is to become curriculum based as we are attempting to make it.

In effect what we are having to do is pull out of the University of Georgia modules techniques or constructs which are common to the modules and present them to those basically skilled, motivated people who can begin using them with students. The other large percentage of staff who do not have the basic skills and are less motivated receive intensive training in the packages. The problem, if it is a problem, is that student affect will be realized much later due to the fact that training in the modules takes 10-40 hours of staff development.

The development of the Georgia Career Guidance model and the resultant materials has been based on the premise that, although a wealth of good materials to be used with students are available, in many cases those who use these methods and materials do not have the basic skills or knowledge to do so properly. Therefore, the University of Georgia modules are intended for use in training school personnel and cannot necessarily be used with students. This premise has been informally validated through subjective evaluations by SEA in training LEA personnel in the packages.

9. Through the processes of trial and error, we have developed a sequence of processes which are basic to the operation of a career guidance project/program (Appendix J). This chart illustrates the order in which the processes should occur while the corresponding time line (Appendix B) shows the actual time during the year which they should take place. Both these charts were synthesized from and based on what could be considered the mode of occurrences which have been and are taking place in the 37 systems involved. We feel this chart, which will be refined as needed, will be helpful to any school beginning a career guidance program since management, from organizing an action team to filing materials, has been a problem.

   Most of the processes on this chart can be broken down further into a number of steps, for example, the step "compare needs to existing program offerings" requires listing what is going on by grade, subject

area, number of students involved and number of classes. We have recommended the use of a matrix, which was included in an earlier report, for this purpose.

Each of the remaining original Title III project schools is required to submit by the end of this school year a guide for establishing and operating a career guidance project. We hope that a synthesis of these guides, plus the University of Georgia project material, plus what we have already put together will produce an operational, curriculum-based delivery system for career guidance. A table of contents for these guides appears as Appendix K. The systems model for program development and evaluation (Appendix L), which was adapted from the Missouri Evaluation Projects model, is being used with all the project systems. The sequence of processes (Appendix J) is a further expansion of this model. The process model (Appendix M) which appears in Career Guidance in Georgia, page 16, is considered a quality control system which helps to insure that the delivery system is not centering on one means of providing services to students, as is often the case in guidance programs at the present time, e.g. On Call-Responsive Services.

10. In a struggle to determine when, where and how well the projects were functioning, we have devised two evaluation instruments (Appendix N) which gather primarily quantiative, process types of information.

Obviously, this is the easiest kind to gather. These instruments will be used at mid-year and in the spring. The former is a self-evaluation and the latter is to be used by a team of objective raters. To get at the qualitative aspect of the operations, we are asking that all schools involved use an objective-based approach. We have adopted the format used in the career development materials for grades 7-12 in Minnesota. Samples of our objectives utilizing this format appear as Appendix O. We have also prepared a "guide" for evaluation which is used by all the projects in formulating and implementing such procedures (Appendix P).

The report of Dr. Garry Walz, the third party evaluator for the project is as follows:

Evaluation of the Project

See Appendix Q for the report of the third-party evaluator.

Conclusions and Recommendations

The nine original goal areas stated for this project specifically, and for career guidance in general, are so comprehensive that it is difficult, at times, to separate the concept of career guidance from that of career education. This is particularly true when the latter term is defined in its broadest sense. This situation has allowed us to melt together career education and career development under the auspices of career guidance. We have found that a de-emphasis on labeling these efforts as a project or program is more acceptable since it minimizes the "special project" stigma.

We have found that there remains a tremendous amount of misunderstanding of the term "career" even when using it as synonymous with "life," as we do. Although this is true, there is little to disagree with once this basic misconception is overcome. Our conceptualization of career guidance is what most educators and lay persons perceive as good. Some do have problems with the interpersonal component in the beginning, but even these apprehensions are alleviated soon after becoming involved.

The disturbing fact is that, even though these goals are acceptable, they almost always take a back seat when schedules get tight in the schools. It is not news that real, solid attitude change can combat this problem, however, the magnitude of changes which we are expecting takes time.

It seems facetious to explore the idea, but in order for guidance personnel, in Georgia at least, to become involved or take charge of efforts such as we're asking them to, one would have to abolish the position of school counselor and start from scratch with a new job description with specified tasks. This situation exists, not necessarily because of poor preparation or attitudes of counselors, but from preconceptions on the part of school personnel as to what guidance people can and should do.

Those projects which have accomplished what we have asked of them have one absolutely necessary ingredient: good personnel. These people can be good counselors, good administrators or good teachers or a combination of all three.

In most school systems we have found that basically two types of personnel exist. Those who have little or no awareness of or who possess few basic skills in classroom management; and those who do possess these skills, or at least are aware of the need for them. The success of a program's curriculum-based delivery system will be determined by the type of and success of the staff development offered.

Staff development seems to be the key to lasting effect and carry over from a "project" orientation to that of a continuous, developmental program which has comprehensive goals.

There is a critical need at all levels, state, local and federal, for more program coordination. This is evidenced by the duplication of funding efforts, overlap in evaluations, repetitive accounting procedures, increasing demands on staff training time. Many worthy efforts are "killed off" for these reasons because local system personnel are super saturated with "wonder programs," most all of which are very similar, but not quite the same.

The premise which was employed in the operation of these projects, e.g. although many good student materials are available, it is erroneous to assume that they will be of benefit unless teachers using them possess basic skills such as in group leadership or interpersonal relationships, seemed to be supported by needs data gathered and subsequent in-service activities.

Related to the above point is the problem of obtaining the amount of time needed to adequately train school personnel in these skills.

When orienting and training teachers, an experiential approach is the most effective, i.e. do not tell teachers what materials are available and how good these materials are, but show them. This is particularly true concerning the process of "infusing" career guidance into traditional subject matter.

One of the toughest problems to deal with is that of management of the processes involved. This pertains to deciding who will do, or is doing, what, to whom and when. Proper planning and open communication are the keys here.

Although coordinated funding can lead to a bureaucratic mess, it does have good points and can work. This has been affirmed through these projects.

It is recommended that future overseers of such efforts be cognizant that:

1. The necessity for a good deal of attitude change among all types of school personnel be expected.

2. Extensive in-service training be planned for, particularly in the interpersonal domain.

3. To build in success by hand picking staff to involve in the beginning is a good approach.

4. Little student affect and much staff affect should be the expectation during the first 18 months.

5. Community representatives will, in most cases, readily become involved.

6. Only 20 to 50 percent of a school faculty will become actively involved, and some of these upon promise of course credit, stipends and materials.

7. Some of the strongest skeptics will become the strongest advocates.

8. More time than a ten-month school year is needed for real affect on students.

9. Administrative understanding and support is very important to a successful operation.

10. Needs data is very useful in "selling" the program.

11. A multiple criterion approach to evaluation, including specific performance objectives, will be the most adequate.

12. Some incentive will have to be offered for involvement in an adequate amount of staff development.

Appendix A

STATE
HIGHWAY DEPARTMENT
OF
GEORGIA
OUTLINE MAP
SHOWING
COUNTIES
TENN.
N. C.
S. C.
ALABAMA
FLORIDA
ATLANTIC OCEAN
Original - Discontinued Projects
Original - Continued Projects
New Projects

Appendix B

RECOMMENDED TIME LINE
FOR
CAREER GUIDANCE PROJECTS

Basic Management Processes

1.0 "Soft time" for pre-project planning.

2.0 Needs Assessment of students, staff and community.

3.0 Start up and further planning.

4.0 Planning and implementation of SEA staff development.

5.0 Planning and implementation of LEA staff development.

6.0 Conduct process evaluations.

7.0 Establish and operate the Career Guidance Center.

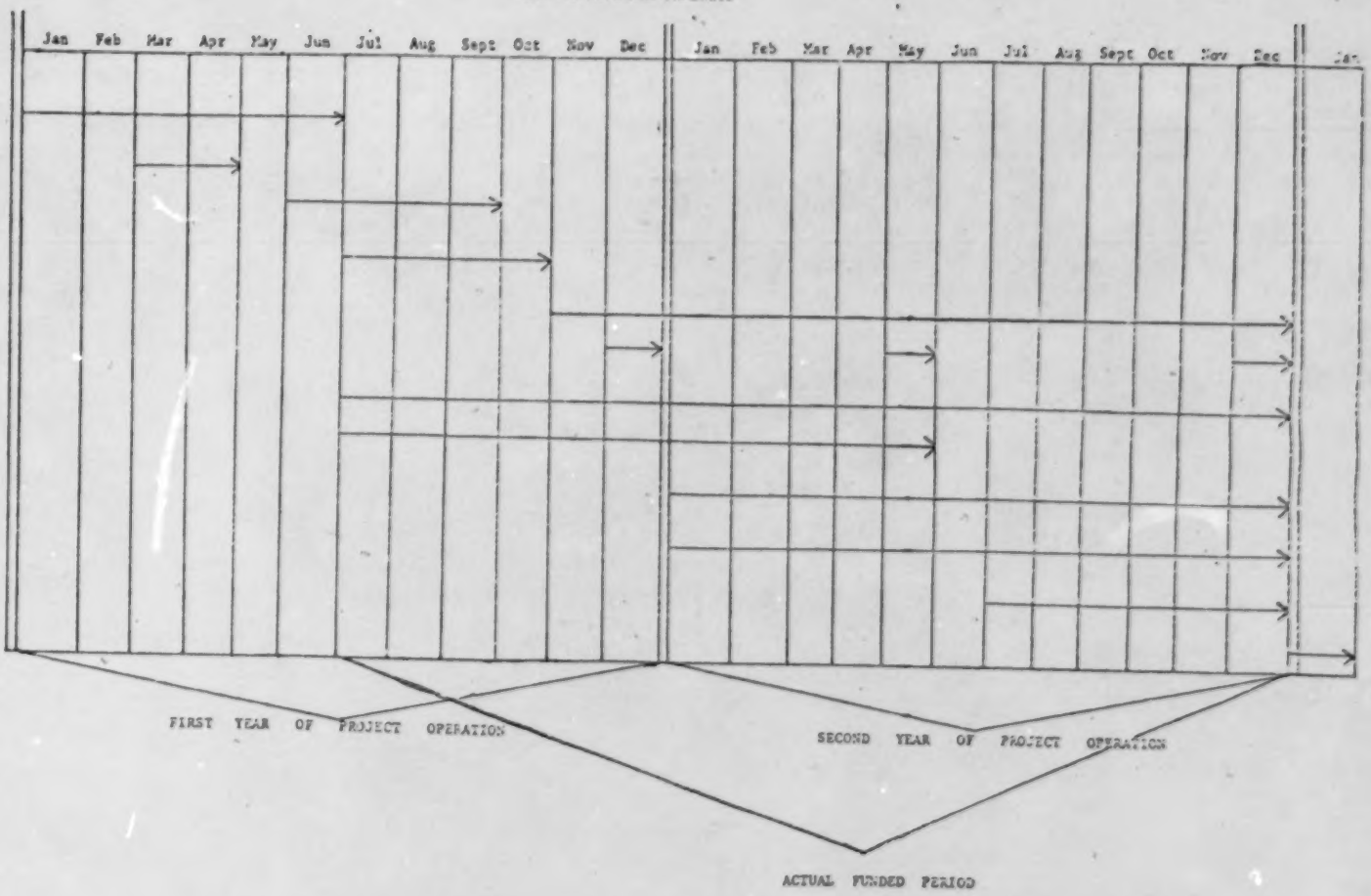
8.0 Preview and order materials.

9.0 Begin continuous infusion into classrooms.

10.0 Conduct periodic staff outcome evaluations.

11.0 Conduct periodic student outcome evaluations.

12.0 Compile and report findings of evaluations.



Appendix C

AGENDA

June 22-25, 1976

June 22	9:00 - 9:30	Review tasks to be accomplished
	9:30 - 10:30	Format for development of Career Guidance Guide
	10:30 - 10:45	Break
	10:45 - 11:45	Developing a Management Plan & How to Write Objectives
	11:45 - 1:00	Lunch
	1:00 - 3:30	Objective Writing
	3:30 - 4:30	Make Assignments for Human Relations Module
June 23	8:00 - 12:00	Objective Writing
	12:00 - 1:00	Lunch
	1:00 - 4:00	Objective Writing (Review next days activities)
June 24	8:15 - 8:30	Rationale for Human Relations Training
	8:30 - 9:15	Introduction to Human Relations Module
	9:15 - 10:30	Facilitation Skills (Group I)
	10:30 - 10:45	Break
	10:45 - 12:00	Facilitation Skills (Group II)
	12:00 - 1:00	Lunch
	1:00 - 1:30	Human Relations Center (Career Guidance Center)
	1:30 - 3:00	Curriculum-Based Strategies
	3:00 - 3:15	Break
	3:15 - 4:00	Individual Development and System Support
June 25	8:00 - 10:00	Goal Setting and Implementation Strategies
	10:00 - 10:15	Feedback in small group
	10:15 - 10:30	Break
	10:30 - 12:00	Developing an Action Plan, Write Action Plan
	12:00 - 1:00	Lunch
	1:00 - 3:00	Continue Action Plan - Budget, On-Site Visits
		Staff Development Plans

TENTATIVE PROGRAM

MACON HOLIDAY INN WEST

MAY 6, 1976

9:00 - 9:10	Introductions
9:10 - 9:50	Overview and introductions to the Georgia Guidance module
9:50 - 10:00	Break
10:00 - 11:00	Staff development (Personnel from Cherokee County Schools)
11:00 - 11:30	Staff development modules
11:30 - 12:15	Career Guidance Center and the Paraprofessional duties (Personnel from Jefferson City Schools)
12:15 - 1:00	Lunch
1:00 - 1:45	Student Card Sort, future meetings, evaluation
1:45 - 2:15	Student leader program, individual advisement system, Life Career Development System
2:15 - 3:00	Questions and budget discussion

MAR 2 6 1976

Georgia Career Guidance Project
Staff Development Workshop
Agenda

March 16-18, 1976

March 16 - HUMAN RELATIONS TRAINING

Session 1 - Tuesday Morning

9 - 9:30 Introduction Activities and Workshop Overview
. . . Paul Vail and John Dagley

9:30 - 12 Attending, Listening and Perceiving
. . . Frank Asbury

Session 2 - Tuesday Afternoon

1 - 2 Responding
. . . Frank Asbury

2 - 3:45 Implementation Strategies - Peer Group Counseling Program
. . . John Dagley

March 17 - INDIVIDUAL ADVISORY SYSTEM

Session 3 - Wednesday Morning

9 - 12 Attitudes and Concepts
. . . Earl Moore, Duane Hartley and John Dagley

Session 4 - Wednesday Afternoon

1 - 3:45 Skills and Plans
. . . Duane Hartley, John Dagley and Earl Moore

March 18 - PROGRAM PLANNING AND MANAGEMENT

Session 5 - Thursday Morning

9 - 12 Needs Assessment/Staff Development Plans
. . . John Dagley, Earl Moore and Duane Hartley

Session 6 - Thursday Afternoon

1 - 3 Evaluation and Wrap-Up Activities
. . . Paul Vail

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
ATLANTA 30334

JACK P. NIX
State Superintendent of Schools

January 23, 1976

MEMORANDUM

TO: Project Director

FROM: Paul Vail, Coordinator
Guidance, Counseling and Testing

We have planned a meeting March 15-18, 1976 at the Holiday Inn West in Macon on I-475 for counselors and paraprofessionals in the project schools. During this time you will receive instructions on the use of the packages that have been developed at the University of Georgia. We will start at 9:00 a.m. on March 15 and finish at approximately 3:30 p.m. on March 18. We will furnish you with additional details as soon as possible.

We feel that this will be one of the best and most profitable meetings we have had to date and certainly urge your attendance. We look forward to seeing you on March 15.

PV:lc

cc: counselors

Appendix D

Appendix E

Appendix E

Guide
For
Training Paraprofessionals

I. The Guidance Center (30 minutes)

A. Physical arrangement of the center

1. Provide an area in the center for individual work, group work and "mini-lectures" by community visitors.
2. Possibly arrange the center space into interest areas if enough room is available in the center--(e.g., "military services center," "social security card application center," "community internship center," "going for your interview," "college center").
3. Suggestions for storage of materials--and effective displays of information.
4. Suggest types of shelving (adjustable, if possible).

B. Managing the center

1. Suggest that the center remain open all during the day and that students do not have to schedule a visit.
2. Talk about making arrangements with teachers to use the materials and, if necessary, carry the materials to their classrooms.
3. If possible, obtain the assistance of a student aid who will help keep the center straight, help with filing, help show other students where the material is.
4. Teacher and community involvement--how to go about familiarizing teachers with the materials available (faculty meeting, etc.). Show materials to teachers when you feel they apply particularly well to their area.

C. Utilizing the center

1. Perhaps get a "careers club" going in the school. Once each month someone from the community would come to speak on different topics.
2. Perhaps have a "hobby center" or "hobby club" in which someone from the community could come to talk about their avocation.
3. Allow for student and teacher groups, community representatives, searches by individual students and cooperative arrangements with teachers (provide examples).

RESOURCES (to use and suggest):

1. The Career Resource Center: Putting It All Together. (Minnesota publication)
2. "The Career Guidance Center" - slide/tape
3. Steps to Establishing a Career Guidance Center (blue sheets).

II. Community Liaison (1 hour)

A. Arranging field trips--who to contact, what to tell them, how far can the paraprofessional go in making arrangements?

B. Arranging work experience sites.
   1. Working with the existing coop teachers.
   2. Explaining your activities to coop teachers and others.

C. Arranging speaker visits to campus.
   1. What the school visitor needs to know.
   2. Proper etiquette in handling resource speakers--introductions, etc.
   3. Helping the teacher use the speaker.

D. Establishing a speaker's bureau.
   1. Utilization of the community (prepare a file).

E. Conducting community needs assessment.

F. Conducting community resource survey.
   1. Possible forms ("bread and butterflies" manual).
   2. Utilizing what has been found by others and getting the teachers to cooperate.

RESOURCES (to use and suggest):

1. "bread and butterflies," "Leaders Handbook". (black notebook)
2. "bread and butterflies," Curriculum Guide.
3. Steps to Establishing a Career Guidance Center (blue sheets).
4. Journal article.

III. Materials (1 1/2 hours)

A. Use of materials

1. What are the different types of materials (e.g., tests, career information, values clarification, professional literature, video and audio materials).
2. Demonstrate some of the materials for them--for example, the O.E.K. or other S.R.A. materials. Take a copy of the "Self Directed Search" and recommend that they try it with their kids.
3. Refer them to the list of materials we have provided them.

B. Ordering materials

1. How to go about ordering the materials you want, use of the purchase order, ordering on a 30-day approval basis and how this related to cost.
2. How to obtain free and inexpensive materials.
3. Suggest a filing system for the materials.

C. Cataloging material

1. Get the help of your librarian.
2. The librarian should have a complete list of all the materials in the center.
3. As materials come in which are related to a specific subject matter area, you might begin a list of what materials relate to what subject areas.
4. Recommend that a system similar to that used by the librarian be used to check out books, etc. There should be enough money available in the budget to order book cards, etc.

D. Collaboration with other programs

1. Talk with the P.E.C.E., C.V.A.E., VOT, D.E. and other various work experience teachers about the possibility of filing their materials in the center and as to the materials you have which they could use.

RESOURCES (to use and suggest):

1. OEK, WORK, SDS, DAT, CMI Games--"Cruel, Cruel World," etc.
2. The Career Resource Center (Minnesota publication) pp. 60-75.
3. Our materials list.
4. Handbook for Counselors in Georgia Schools
5. Counselors Guide to Free and Inexpensive Material.

IV. Equipment (30 minutes)

A. Obtaining equipment

1. Money is limited for obtaining equipment for the center.
2. Recommend minimal equipment purchases based on need.
3. A list should be kept of all materials and equipment which comes into the center.

B. Operating equipment

1. Determine of the paraprofessional knows how to operate all of her equipment and demonstrate if she is having trouble with any of it.
2. Be sure and give her tips on operating the cameras (flash distance, etc.) and how to operate the tape recorder for greatest efficiency.

RESOURCES (to use and suggest):

1. Catalogues
2. Our recommendations for equipment purchases.

V. Group Work (1-2 hours)

A. Orientation to group work

1. Some things to avoid in doing group work with students.
2. Recommend ways of getting groups started, role playing, games, films, etc. and demonstrate.
3. Recommend the "bread and butterflies" guide.
4. Use the University of Georgia guide to group work.

B. Types of groups

1. Groups of 5-10 on interpersonal skills.
2. Class groups on occupational choice.
3. Special interest groups on post-secondary or vocational topics.

C. Group topics

1. Peer pressure
2. Parent-child relations
3. Values
4. Self concept

RESOURCES (to use and suggest):

1. "bread and butterflies"--Leader's Manual.
2. Steps to Establishing a Career Guidance Center (blue sheets).
3. University of Georgia paper.
4. "Counselor's Guide for Working with Groups."
5. Gazda book on groups.
6. Dinkmeyer and Muro book.

VI. Evaluation (30 minutes)

A. Keeping a log of activities

1. Purpose of the log.
2. What types of items should be included in the log.
3. How log should be kept (on a daily or weekly basis).

B. Registrations in the Center

1. Provide the paraprofessional with a sample form (like the one in Chatham County) on which to register guests and students, including a tally of the teacher and community people who visit the center.

C. Student, staff and community questionnaires

1. The paraprofessional and counselor should work toward a periodic evaluation of the center to determine which student needs are/are not being met by the center.
2. A simple questionnaire might be designed which could be administered periodically to teachers and students to obtain this type of data.
3. Encourage the use of process and product objectives.

RESOURCES (to use and suggest):

1. "Guide to Project Evaluation" (yellow sheets).

Appendix F

Steps to Establishing

a

Career Guidance Center

I. Preliminaries

A. Develop a purpose statement for the center including objectives you wish to accomplish.

B. Identify and meet with all the individuals involved in disseminating career guidance information (P.E.C.E., CVAE, work experience coordinators, media specialist, Department of Labor representative).

C. Enlist the cooperation of the persons above without force. Encourage a team attitude toward the formation, operation and use of the Center.

D. Look for a space for the Center. Try not to be too choosy and don't wait for the perfect location. A space which is centrally located and in the flow of student traffic would be best, if available. The assistance of your school administrators is of absolute necessity here.

II. Materials

A. Familiarizing oneself with material

1. Subscribe to a service which regularly identifies career guidance materials, i.e. National Career Information Center.

2. Obtain catalogues of publishers of career guidance material.

3- Visit other Centers in your vicinity.

4. Order specimen sets of material under consideration.

B. Rating quality of material.

1. Check for evaluative data (field tests, validation).

2. Let other staff members and students preview material.

3. Applicability to various grade levels, subject areas, student populations.

4. Cost per item.

5. Durability or consumableness.

6. Timeliness and protection for obsolescence.

C. Obtain material

1. Plan for use of Material prior to ordering.

2. Base plan and orders on identified needs.

III. Use of Community Resources.

A. Make contacts.

1. Form letters ("Bread & Butterflies" guide page 8, job placement manuals).

2. Personal contact (student and/or staff interviews) (See page 51, "Bread & Butterflies" guide).

B. Community-based experiences

1. Speakers bureau (See A #1).

2. Visitations sites (See A #1 and 2).

3. Work observation sites (Work with P.E.C.E., CVAE, other program coordinators).

4. Work experience sites (same as #3).

5. Non-paid or paid internship (This could be for no pay, but course credit), (same as #3).

6. Community classroom experiences.

C. Filing and records system.

IV. Operation and Administration

A. Staffing - If possible, a paraprofessional is the ideal person to manage the Center. However, it could be run by students and the counseling staff. Community volunteers could also help. Try to make the operation as self service as possible. Student clubs could run the Center as a project.

B. Student Use Policies - Involve students in establishing these policies. Connect Center use with other school activities. Make materials as accessible and self service as possible.

C. Use by Staff - Encourage staff to utilize the physical facility and materials as often as possible in conjunction with classroom activities. Demonstrate to them how this can be done. Get them involved in the selection of materials. Explain carefully and thoroughly the purpose of the Center and how it can benefit them in the long run.

D. Operation hours - The Center should be open continuously from the beginning of the school day through after school hours.

E. Publicity - Articles in the school paper and local newspaper are a must. Presenting the purpose for the Center and a pitch for assistance to civic organizations would be in order, also.

F. Activities - The Center should be used principally for:

1. Disseminating information to students individually and in small groups concerning educational and occupational placement opportunities.

2. Individual and group counseling and guidance on topics such as clarification of values, developing decision making skills, interpersonal skills, pre-employment skills, consumer skills, exploration of abilities and interests and career planning. This could be done by counselor and paraprofessional with selected groups apart from regular classroom activities or as a cooperative effort with teachers.

3. Teachers should be encouraged to utilize the Center materials in their classes or the Center itself in fusing academic curriculum with occupational and self awareness topics.

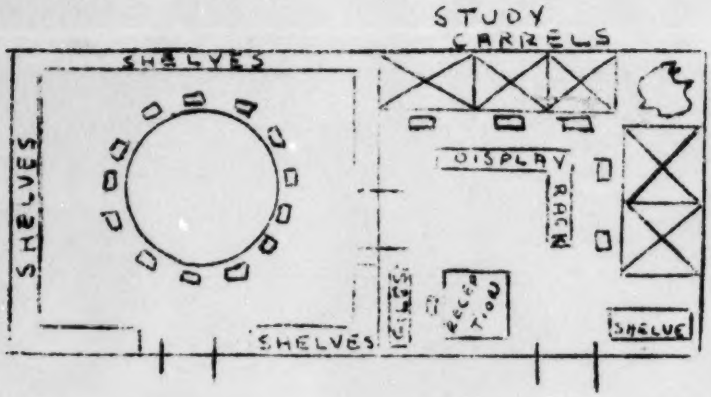
4. Visiting speakers could meet with special interest groups in the Center.

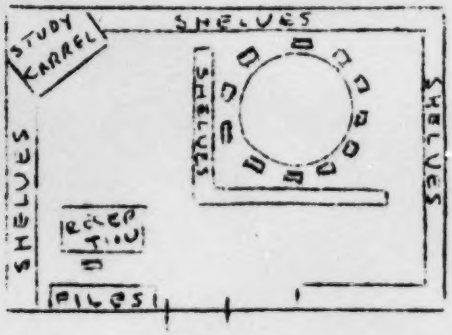
5. Students should be encouraged to browse, but not loiter, in the Center as they feel the need to do so.

G. Evaluation - Every school program should provide for some type of periodic, formative evaluation if it is to be an on-going program. To help determine the effect of the Center system which is not complex or elaborate should be devised. This could be in the form of sign-in sheets, registration cards or student evaluation sheets. Information obtained can be used to make improvements where they are needed.

V. Physical Arrangement

A. A number of designs could be chosen for space utilization. The two below are only suggested.





REFERENCES: "Guidelines for Establishing a Career Information Center, "National Career Information Center".

The Guidance Clinic (back issues), May 1974, March 1974, September 1973, October 1973, April 1973, January 1973, December 1972, February 1972, October 1971, February 1970.

SAMPLE LETTER

Dear _____,

Our school is preparing a community resource file of names and addresses of individuals and companies willing to provide learning experiences for our students in the community, or willing to come to the classroom to discuss their vocational and avocational skills and interests. Our objectives are to:

1. Provide teachers with information about learning resources available in the community.
2. Provide students with the opportunity to develop an appreciation of the skills, responsibilities, and values of working people and the role of work in our economic system and in the development of the individual.
3. Bring school and community closer together, thus making our educational program more relevant to the outside world and helping to develop a better understanding of that program within the community.

We would greatly appreciate your occasional participation in our career development program for young people. The information you submit in the enclosed questionnaire will become part of our community resource file. Thank you for your cooperation.

Sincerely yours,

SAMPLE QUESTIONNAIRE

Simple questionnaires like this one could be enclosed with the letter, along with a stamped, addressed envelope. Responses should be acknowledged immediately, with tentative times when the offered services might be called upon. Almost nothing is worse for school-community relations than an unused volunteer.

(Please fill out and return this questionnaire.)

Name .....

Address .....

Title .....

Phone .....

Work role .....

Name of Company .....

Community service activities .....

Hobbies, special interests .....

Would you be willing to:

1. Come to school to work with small groups of intermediate students on a project?	Yes	No
2. Have one student accompany you on the job to see the kind of work you do?	Yes	No
3. Take a small group of 6-8 students on a tour of the place where you work?	Yes	No
4. Spend time with an individual student who needs positive adult contacts?	Yes	No

ARRANGING VISITS TO INDIVIDUAL WORK SETTINGS

WHY?

- to increase the sense of independence
- to provide personal contact with adult models other than parents or teachers
- to discuss work values with adults
- to experience work and responsibility in an adult setting
- to relate personal characteristics to job requirements
- to increase interpersonal skills

WHERE TO START

After students have identified areas of interest, check school resources first:

counselors
high school vocational teachers
faculty spouses and friends
central office workers

ADDITIONAL RESOURCES IN THE COMMUNITY

employment office
chamber of commerce
labor organizations
civic groups
volunteer agencies
state or federal agencies
local directory of businesses

PRE-VISITATION CONTACT

A call or letter explaining:

purpose
nature of visit (students want to work, if possible)
time and duration of visit
emergency phone number
how student will be brought to the site and picked up
what kind of information student is looking for

TRANSPORTATION

regular school facilities
public transportation
parents
volunteer agencies
company delivery trucks or other vehicles
civic organizations
churches and other community groups

MAKING IT WORK

- one student per work setting
- more than one student at same place if they can be in different departments or sent out on different assignments
- review observation forms, instructions
- have cassette recorders and instamatic cameras available for on-the-scene reporting
- follow-up or "recommendation" form to employer regarding student performance

FOLLOW-UP IN THE CLASSROOM

- group discussion
- individual presentations with pictures, samples, etc.
- letter of appreciation from student to employer after the visit describing new things learned from visit
- form letter or certificate of appreciation from school with principal's signature
- duplication of observed work activity in the classroom

WORKING IN GROUPS

WHY?

WORKING IN GROUPS HELPS STUDENTS:

- understand and practice interpersonal skills and group dynamics;
- develop confidence in sharing ideas and feelings among friends;
- learn to appreciate the contributions of others; and
- cooperate in planning and carrying out a joint effort.

GROUP ORGANIZATION

- Select members randomly
- Include five to eight members per group
- Schedule regular meeting times and places
- Specify pre-determined length of time for group sessions
- Strive for a stable group membership

MAKING IT WORK

1. Teacher explains purpose of group work.
2. Class discusses group experiences (clubs, sports, gangs).
3. Teacher explains the task for the groups.
4. Groups carry out tasks.
5. Teacher should encourage students to suggest their own norms. For example, talking about what makes one uncomfortable among others leads to norms against ridicule and judgment, or admitting the frustration of being ignored encourages the group to give each member a chance to be heard.
6. Teacher should allow at least five minutes per session for each group member to summarize his own experience within the group.
7. Groups should not be graded by teacher. Groups should assess their own performance according to whatever goals they have set for themselves.

STRUCTURING GROUPS

To get the students working together quickly, set up group activities formally at first. Outline steps in the decision-making process, setting a time limit for each step. When time is up, proceed to the next step. Have thirty seconds of silence before each step is begun to give each member a chance to think of a response. This insures that each member will contribute to the group. Suggested steps:

1. Each member states the problem as he sees it. (Two and a half minutes)
2. Each member offers a suggested solution with no response from others. (One minute per member)
3. Group weighs options offered, projecting results of each. (Ten minutes)
4. Group makes four choices and projects results. (Five minutes)
5. Group ranks selected options. (Five minutes)
6. Group reports ranking to the class and explains choice. (Three minutes)

For more information on groups in the classroom, suggested group activities and games, norm and goal setting, see the Instructional Resource Package for *bread & butterflies.*

Appendix G

Appendix G

Resource Materials

This is a revision of the list of recommended materials which you received earlier from the Guidance and Counseling Unit.

TEST AND INVENTORIES:

Career Maturity Inventory - Crites - (6-12) - CTB/McGraw-Hill, Order Service Center, Manchester Rd., Manchester, MO 63011.
Attitude Test--$5.00/pkg. of 85 Competence Test--$16.25/ pkg. of 35
Complete Inventory--$20.00

Georgia Guidance Services Inventory - Antenen, et al. - (7-12) - Guidance, Counseling and Testing Unit, Georgia Department of Education, 156 Trinity Ave, S.W., Atlanta, GA 30303.
Free on request

Gordon Personal Profile and Gordon Personal Inventory - Gordon - (9-Adult) - Harcourt, Brace and Jovanovich, Inc., 1372 Peachtree St., N.E., Atlanta, GA 30309
Profile Booklet Edition--$6.50/ pkg. of 35
Personal Inventory Booklet Edition--$6.50/pkg. of 35

Kuder, Form E, General Interest Survey, Kuder - (6-12) - SRA, Inc., 259 East Erie St., Chicago, IL 60611.
$.85 per student if machine scored

Minnesota Counseling Inventory - Berdie - (9-12) - Psychological Corp., 304 East 45th St., New York, NY 10017.
Package of 25 booklets--$4.25
10 or more pkgs.--$3.85

Mooney Problem Check Lists - Mooney - (-12) - Psychological Corp., 304 East 45th St., New York, NY 10017.
Package of 25--$2.50
Package of 100--$8.80

Ohio Vocational Interest Survey - D'Costa - (8-12) - Harcourt, Brace and Jovanovich, Inc., 1372 Peachtree St., N.E., Atlanta, GA 30309.
Re-usable Booklet Edition--$10.50/pkg. of 35
MRC Answer Sheets--$4.00/pkg. of 35
NCS Answer Folder--$5.25/pkg. of 35
Manual for Interpreting--$2.85 each
Directions for Administering--$.50 each
Specimen Set--$1.95 each

TEST AND INVENTORIES: (CONT.)

School Interest Inventory - Cottle - (7-12) - Houghton-Mifflin Co., 666 Miami Circle, N.E., Atlanta, GA 30324.
$.39 per student
$19.50 per shipment

Study of Values - (10-12, Adult) - Houghton-Mifflin, Co., 666 Miami Circle, N.E., Atlanta, GA 30324.
$.48 per student
$24.00 per shipment

Study Skills Counseling Evaluation - Demos - high school - Western Psychological Services, Order Dept., 12031 Wilshire Blvd., Los Angeles, CA 90025.
Kit--$7.00
Form--$6.50/pkg of 25
Manual--$1.50

Tennessee Self Concept Scale - Fitts - (7-Adult) - Counselor Recordings and Tests, Box 6184, Acklen Sta., Nashville, TN 37212.
Regular Form
Test Booklets $.31 each/pkg. of 1-99 copies
$.29 each/pkg. of 100 or more copies
Combination Pack (answer sheets, score sheets & profile sheet)
$.20 each/pkg. 1-99 copies
$.18 each/pkg. 100 or more copies

FIMLSTRIPS, KITS, ETC.:

Career Education Program - Odgers - (Ed.) - Volume I - (K-6) - Volume II - (7-9), Volume III - (10-12) - Houghton-Mifflin Co., 666 Miami Circle, N.E., Atlanta, GA 30324.
Volume I--$18.00
Volume II--$18.00
Volume III--$18.00

Career Insights and Self Awareness Games - (4-8) - Houghton-Mifflin Co., 666 Miami Circle, N.E., Atlanta, GA 30324.
$36.00

Consumertapes - 12 audio cassettes - (9-12) - MacMillan
$109.90

Coping With Series - Wrenn - (9-12) - American Guidance Services, Inc., Publishers Bldg., Circle Pines, MN 55014.
Complete Reference Set--$20.50
Manual--$2.40

Counselor's Sourcebook for College Planning - Barre - (11-12) - Houghton-Mifflin Co., 666 Miami Circle, N.E., Atlanta, GA 30324.
$18.00

FILMSTRIPS, KITS, ETC.: (CONT.)

Deciding - (7-9) - College Entrance Examination Board, 888 Seventh Ave., New York, NY, 10019.
Student Guide--$2.50
Leader's Guide--$2.00

Decisions and Outcomes - (10-12) - College Entrance Examination Board, 888 Seventh Ave., New York, NY 10019.
Student Booklet--$2.50
Leader's Guide--$3.00

Developing Understanding of Self and Others - Dinkmeyer - DUSO Kit D-1 - (K-1), DUSO Kit D-2 - (2-4) - American Guidance Service, Inc., Publishers Bldg., Circle Pines, IN 55014.
Complete Kit (17 records)--$104.00

Eye Gate - Has a number of filmstrips on all subjects - Eye Gate House, 146-01 Archer Ave., Jamaica, NY 11435.
Send for a Catalog

Family Problems: (Singer Ed. Div., SVE, 1345 Diversey Pwy, Chicago, IL 60614.
. . . Of Young Teens, 4 filmstrip/cassette - (7-9)
Set of 4/$42.30
. . . Of Older Teens, 4 filmstrips/cassette - (10-12)
Set of 4/$42.30

Guidance Associates - (See the attached list) - Guidance Associates, 41 Washington Ave., Pleasantville, NY 10570.

Guide to Career Exploration - (high school) - Harcourt, Brace and Jovanovich, Inc., 1372 Peachtree St., N.E., Atlanta, GA 30309.
$5.25 each

How To Study - [illegible]ton - (high school) - American Guidance Services, Inc., Publishers [illegible]g., Circle Pines, MN 55014.
Instructor's Guide, post paid--$1.00
Special Quantity Prices
$.80 per copy/2-29 copies
$.70 per copy/30-99 copies
$.65 per copy/100 or more copies
Planned Group Guidance
$2.65 per copy/1-9 copies
$2.40 per copy/10-49 copies
$2.20 per copy/50 or more copies

Job Experience Kits - Krumboltz - (8-12) - SRA, Inc., 259 East Erie St., Chicago, IL 60611.
$140.00

FILMSTRIPS, KITS, ETC.: (CONT.)

Keys: Career Exploration Program - (6-Adult) - SRA, Inc., 259 East Erie St., Chicago, IL 60611.
$106.00

Life Career Game - Boocock - (7-12) - Bobbs Merrill Co., 4300 West 62nd St., Indianapolis, IN 46268.
$35.00

Love and the Facts of Life: (Singer Ed. Div., SVE, 1345 Diversey Pwy, Chicago, IL 60
Learning about Love and Sex, filmstrip/cassette
Growing Up From Childhood to Maturity, filmstrip/cassette
Having a Baby, filmstrip/cassette
Understanding Your Love Feelings, filmstrip/cassette
Who Am I? The Search for Self, filmstrip/cassette
All 5 Sets/$77.50

Occupational Exploration Kit - (9-12) - SRA, Inc., 259 East Erie St., Chicago, IL 60611.
$123.00

The Self Directed Search - Holland - (9-Adult) - Consulting Psychologists Press, 577 College Ave., Palo Alto, CA 94306.
Specimen Set--$2.00
Professional Manual--$3.00
Sets of Assessment Booklets & Occupational Finders
$18.00/pkg. of 25 sets
$70.00/pkg. of 100 sets

The World of Work Kit - Anderson - (7-12) - Webster Division, McGraw-Hill, 30th Floor, 1221 Avenue of the Americas, New York, NY 10020.
Complete Kit with 50 stories--$99.00

The Young Consumer - 6 color and sound filmstrips - (4-8) - MacMillan
$108.00

Why Wait Till Marriage: (Singer Ed. Div., SVE, 1345 Diversey Pwy, Chicago, IL 60
Man is More Than an Animal, filmstrip/cassette - (10-12)
A More Than Private Affair, filmstrip/cassette - (10-12)
A Style All Your Own, filmstrip/cassette - (10-12)
All 3 Sets/$47.50

Widening Occupational Roles Kit - (6-9) - SRA, Inc., 259 East Erie St., Chicago, IL 60611.
$180.00

PROFESSIONAL RESOURCE BOOKS:* (CONT.)

Group Counseling: A Developmental Approach - Gazda - Allyn and Bacon, Inc., 470 Atlantic Ave., Boston, MA 02210.
$11.95

Group Counseling: Theory and Practice - Dinkmeyer and Muro - F.E. Peacock Publishers, Inc., Itasca, IL 60143.
$8.00

"Guide for Registration and Scheduling on the Four Quarter System" - Guidance, Counseling and Testing Unit, Georgia Dept. of Education, 156 Trinity Ave., S. Room 302 Annex, Atlanta, GA 30303.
Free on request

Handbook for Counselors in Georgia Schools - Guidance, Counseling and Testing Unit, Georgia Dept. of Education, 156 Trinity Ave., S.W., Room 302 Annex, Atlanta, GA 30303.
Free on request

Human Relations Development: A Manual For Educators - Gazda - Allyn and Bacon, Inc., 470 Atlantic Ave., Boston, MA 02210.
$10.95

Lovejoys School Guide - Private Schools - Simon and Schuster, Rockefeller Center, 630 5th Ave., New York, NY 10020.
Send for copy from school

McKnight World of Work Program - (7-12) - Text, workbook, guide - McKnight & McKnight Publishing Co., Bloomington, IL 61701.
With Motion Picture film--$361.00
Without Motion Picture film--$35.00

Occupational Outlook Handbook - Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
Send for copy from office indicated.

Planned Group Guidance - Wrenn - American Guidance Services, Inc., Publisners Bldg., Circle Pines, MN 55014.
$2.65/1-9 copies, per copy

Positive Classroom Performance - Callagher - Love Publishing Co., Denver, CO, 80222.
$2.00

Scales For the Measurement of Attitudes - Shaw and Wright - McGraw-Hill, Order Service Center, Manchester Rd., Manchester, MO 63011.
$21.00

School Readiness - Ilg and Ames - Harper and Row.
$11.95

PROFESSIONAL RESOURCE BOOKS:*

A Career Development Guide for West Virginia Teachers - West Virginia Dept. Education, Title I Coordinator, Capital Complex, Charleston, WV 25305.

A Handbook of Personal Growth Activities for Classroom Use - Hawley - Educati Research Associates, Box 767, Amherst, MA 01002.
$5.00

A Resource Guide for Career Development in the Junior High School, A Resource Guide for Career Development in the High School, Division of Instruction, Pupil Personnel Services Section, Minnesota, Dept. of Education, Capital Square Bldg, St. Paul, MN 55101. (1973)

Action Counseling for Behavior Change - Dustin - Educational Publishers, 257 Park Ave., New York, NY 10010.
$6.50

Career Education Resource Guide - General Learning Press, General Learning Corp., 250 James St., Morristown, NJ 17960. (1972)
Send off to company for this guide.

Career Information and Development - The Guidance Monograph Series, Set IV - Stone and Shertzer (Ed.) - Houghton-Mifflin Co., 666 Miami Circle, N.E., Atlanta, GA 30324.
$11.40

Career Exploration and Planning - Shertzer - Houghton-Mifflin Co., 666 Miami Circle, N.E., Atlanta, GA 30324.
Student Workbook--$1.50
Teacher's Manual--$1.50
Career Exploration and Planning--$5.25

Career Planning Units - Guidance, Counseling and Testing Unit, Georgia Dept. of Eucation, 156 Trinity, S.W., Room 302 Annex, Atlanta, GA 30303.
Free on request

Changing Children's Behavior - Krumboltz - Prentice-Hall, Inc., Englewood Cliffs, NJ 07232.
$8.95

Clarifying Values: A Handbook of Practical Strategies - Simon, Howe and Kirschenbaum - (7-12) - Hart Publishing Co.

Directory: A Guide to Colleges, Vocational-Technical and Diploma Schools of Nursing - Georgia Educational Improvement Council, Room 656 Seven Hunter St. Bldg., Atlanta, GA 30334.
Free on request

Families - Patterson - Research Press Co., 2612 North Mattis Ave., Champaign, IL 61820
...50

PROFESSIONAL RESOURCE BOOKS:* (CONT.)

Staff Development Program for Promoting More Effective Use of Community Resources In Career Education - Center for Vocational Education, Ohio State Univ., 1960 Kenny Rd., Columbus, OH 43210.

Student Drug Abuse - Hozinsky - Love Publishing Co.
$3.95

The Art of Problem-Solving and The Art of Helping - Carkhuff - Human Development Press, Box 222, Amherst, MA 01002.
$.95 each

The College Handbook - College Entrance Examination Board, 475 Riverdale Dr., New York, NY 10027.
2 Volumes/ $12.50

The First Five Years of Life - Gesell - The Psychological Corp.
$7.25

Vocational Psychology - Crites - McGraw-Hill, Order Service Center, Manchester Rd Manchester, MO 63011.
$15.00

*You are encourages to present this list to your school librarian for inclusion on her order list for the school library.

Resource Materials

Addenda Sheet

This is an addenda sheet of the list of recommended materials which you received earlier from the Guidance and Counseling Unit.

Careers in Focus. Gregg/McGraw-Hill, 1221 Avenue of the Americas, New York, New York 10020, (6-12), Kit/Program - Complete kit consists of student manuals and workbooks, film/tapes, teacher's manual and key. (KIT)

Why Am I Afraid to Tell You Who I Am? Powell (Jr./Sr. High, Adult). Insights into self awareness and interpersonal communication, Argus Communications, 7440 Natchez Avenue, Niles, Illinois 60648, $1.95. (BOOK)

I Am Lovable and Capable (pamphlet). Simon - (Intermediate, Jr./Sr. High, Adult). Personal affirmations as starting point for shaping creative learning environments. 10 copies - 25 copies - 100 copies $4, $17, $25. Argus Communications. (BOOK)

Meeting Yourself Halfway. Simon - (Intermediate, Jr./Sr. High, Adult). Thirty-one strategies in self discovery, $4.95. Argus - available as kit with spirit masters, $18.50. (BOOK)

If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else. Campbell - (Jr./Sr, High, Adult). Humorous but practical approach to responsible decision making. Argus Communications, $1.95. (BOOK)

Fuzzies. Lessor - (Jr./Sr. High, Adult). Deals with choice between alienation and community building. One of series of fables. Argus Communications, $1.95. (BOOK)

Career Survival Skills - (Level I, 5-8; Level II, 9-12). Comprised of 6 units with 39 exercises. Kit contains manual, spirit masters and transparencies, cassette, career education index, handbook, wall chart and 3 professional books. All deal with concept and skill development for career planning in students. Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus Ohio 43216, $49.95. (KIT)

Values Approach to Career Education - (7-12). Consists of tapes, filmstrips, student and teacher booklets, duplicating masters, games. Can be purchased totally or in part. Total price $1,100. Educational Achievement Corporation, Box 7310, Waco, Texas, 76710. (KIT)

Guidance, Counseling and Testing

Filmstrips

Listed below are the titles and publishers of filmstrips which may be requested from the Guidance, Counseling and Testing Unit of the State Department of Education. Please request the filmstrips by title and publisher.

GUIDANCE ASSOCIATES

The following filmstrips have accompanying record albums.

<u>Adolescent Experiences</u>

Brothers, Sisters, Feelings & You
Coping with Competition
Coping with Jealousy
Dealing with Anger
Death and Dying: Closing the Circle
Developing Values
Dropping Out: Road to Nowhere
Everything But . . .
Exploring Your Feelings
How Can You Work Things Out? (Elementary)
How Do You Know What Others Will Do? (Elementary)
How Do You Know What's Fair? (Elementary)
How To Succeed in High School by Trying
How Would You Feel? (Elementary)
Hung Up On Homework?
Improving Your Study Skills
Interpersonal Relationships
Let's Learn To Study
Listen--There Are Sounds Around You (Elementary)
Look About You (Elementary)
Making the Most of Your Talents
Measuring the Metric Way
Places to Go
Seeking Independence
Shaping Identity
So You Want to Use Credit
Speaking of Grammar
Testing: Its Place in Education Today
The Classroom Revolution
The Tuned Out Generation
Who Are You?
Who Can Help You?
Your First Year in High School
Your Personality: The You Others Know

Read-Along-Series

A Houseful of Ocean
My Brother Is A Pumpkin
The Cat Who Never Enjoyed Himself
The Missing Whistle

Career Awareness Fieldstrip Series

Off We Go to the Auto Proving Ground
Off We Go to the Aquarium
Off We Go to the Bike Factory
Off We Go to a House Built in a Hurry
Off We Go the Orange Grove
Off We Go to the Poster Printer
Making the Most of Your Field Trip

Career Development Films

Career Choice: A Lifelong Process
Career Direction: High School as a Tryout
Career Values: What Really Matters to You
Careers and Lifestyles
The People Profession: Careers in Home Economics
Women at Work: Choice and Challenge

Career Discoveries Series

People We Know
People Who Create Art
People Who Help Others
People Who Influence Others
People Who Make Things
People Who Organize Facts
People Who Work in Science

Social Studies/Guidance

The Alienated Generation
The Exploited Generation
What are Parents for Anyway?
Who Do You Think You Are?
You and the Law

College Orientation

An Overview of Technical Education
Choosing a College
College? It's Up to You
Collegiate Education for Business - Babson
Getting Into College if You're an Average Student
How To Read A College Catalog
I Wish I'd Know That Before I Went to College
If You're Not Going to College
Selecting Your Second Choice College
Should You Go to College?
The College Dropout (six out of every ten)
The Collegiate Nursing Program
The Cooperative Way to a College Education
The Liberal Arts College
The Second Time Around--Who Should Transfer, When and Why
The Urban University
West Point
What To Expect at College
When You Vists a College
Which College for You
Who Should Go to a Community College
You and Your College Entrance Examinations (Revised)
You're More than a Score - The American College Testing Program

Drug Information

LSD: The Acid World
Marijuana: What Can You Believe?
Narcotics
Psychedelics
Sedatives
Stimulants
The Drug Threat: Your Community's Response
The Effective Teacher: Drug Education
Tobacco and Alcohol: The $50,000 Habit

Sex Education

Love and Marriage
Masculinity and Femininity
Sex: A Moral Dilemma for Teenagers
Sex Education U.S.A.
Sexual Values in Society
The Effective Teacher: Family Life and Sex Education
Venereal Disease: A Present Danger
You/Me/We: Making a Marriage Work

Job Attitudes

A Job that Goes Someplace
A New Horizon: Careers in School and Food Service
A New Look at Home Economics Careers
A Strategy for Teaching Social Reason
An Education in Engineering and Applied Science
Babysitting Part 1: The Job Part 2: The Kids
Engineering Technology
Getting and Keeping Your First Job
Jobs for High School Students
Liking Your Job and Your Life
Nursing
Preparing for the World of Work
The Paycheck Puzzle
The Role of the Counselor in the Secondary School
What You Should Know Before You Go to Work
Where Career Opportunities Are Bright
You and Your Job Interview
Your First Week on the Job
Your Future in Elementary School Teaching
Your Future in Nursing
Your Job Interview

Values

Better Choice, Better Chance: Selecting a High School Program
High School Course Selection and Your Career
I Never Looked at It that Way Before
Setting Goals
Somebody's Cheating

EYE GATE FILMSTRIPS (Elementary)
(filmstrip only)

All of Us Together
Andy Walks the Dog
Billy the Bully
Different May Be Nice
Freddy Forgot
Greddy Grace
Penny and Mary
Sarah Is Shy
The Red and Blue Top

Edu-Cast Filmstrips (with records)

An Introduction:
- What Else Do Fathers Do?
- Just What Do Mothers Do?
- It's In Your Hands

General:
- Wally, The Worker Watcher
- The Newspaper Boy
- The Junior Homemaker

Home Servicers:
- Mail Delivery
- Dairy Product Delivery

The Utility Workers:
- Gas and Oil Servicers
- Electrical Servicers
- Telephone Servicers

CAREER GUIDANCE LIBRARY

AUTHOR	TITLE
Abt Associates, Inc.	Exploring Careers Teacher's Manual
Abt, Clark C.	Serious Games
Acey, Alfred	Time As A Relevant Variable When Personality Scores Are Used to Predict
Alberti, R.E. & Emmons, M.L.	Your Perfect Right
Alschuler, Alfred & Others	How To Develop Achievement Motivation: A Course Manual for Teachers (ERIC)
American College Testing Program	Assessment Of Career Development - Supplement I
American Psychological Association	Publication Manual
Artunian, Carol Ann	Case Studies In Practical Career Guidance (ERIC)
Bailey, Larry J.	Curriculum Model for Facilitating Career Development
Bailey, L.J. & Stadt, R.W.	Career Education: New Approaches to Human Development
Ball, Geraldine	Magic Circle
Barclay, James R.,Ph.D.	The Barclay Classroom Climate Inventory (SET)
Barclay, J.R. & Barclay, L.K.	The Barclay Early Childhood Skills Assessment Guide (Manual & Assessment Guide) (SET)
Barclay, James R.	The Barclay Learning Needs Inventory
Barre, Mary E.	College Information & Guidance
Baughman, Dale	What Do Students Really Want? (Fastback)
Belle & Howell	Career Survival Skills Kit
Benson, Arland Ph.D.	Personalized Education Using Group Methods
Benson, Arland	A Resource Guide For Career Development In The Junior High School
Bernhardt, E.E.	You Can Decide (Module)
Bessell, Harold	Methods In Human Development & Developmental Profile
Bessell, Harold	Theory Manual For Institutionalized Teenagers
Bisconti, Ann S.	College Graduates And Their Employers

Bisconti, Ann S. & Gomberg, I.L.	The-Hard-to-Place Majority (Monograph)
Blaschke, Charles	Performance Contracting: Who Profits Most? (Fastbck
Bolles	What Color Is Your Parachute?
Bolles & Crystal	Where Do I Go From Here With My Life?
Bormaster, Jeff & Treat, Carol L.	Talking: Listening: Communicating
Borow	Career Guidance for a New Age
Bottoms	Guidelines for Staff Development and Title III ESEA
Brayer, Herbert O.	Valuing In the Family; A Workshop Guide for Parents
Brickel, H.M. & Aslanian, C.B.	Attitudes Toward Career Education
Brown, Duane	Students Vocational Choices: A Review & Critique
Brown, George I.	Human Teaching for Human Learning: An Introduction to Confluent Education
Bullmer, Kenneth	The Art of Empathy
C.C.E.M.	Orientation To Career Education - An Individualized Approach
C.C.E.M.	Orientation To Career Education (Facilitator's Instructional Plan)
C.C.E.M. - Inservice	Module A: Community Resource and Career Education
C.C.E.M. - Inservice	Module B: Use of Local Community Resource
C.C.E.M. - Inservice	Module C: Using Resource Persons
C.C.E.M. - Inservice	Module D: Using Field Trips
C.C.E.M. - Inservice	Module E: Experiencing the Work Setting
C.C.E.M. - Inservice	Module F: Using Community - School Advisory Committees
C.C.E.M. - Inservice	Module G: Involving Community Organizations
C.C.E.M.	Orientation To Career Education: Module I
C.C.E.M.	Orientation To Career Education: Module II
C.C.E.M.	Orientation To Career Education: Module III
C.C.E.M.	Orientation To Career Education: Module IV
C.C.E.M.	Orientation To Career Education: Module V
C.C.E.M.	Orientation To Career Education: Module VI

Campbell, David P.	If You Don't Know Where You're Going You'll Probably End Up Somewhere Else
Campbell, David P.	Strong Vocational Interest Blank (Manual Scoring Packet, Interest Inventory) (SET)
Bampbell, Hartley B. & King, C.C.	Developing Local Career Information Systems for Middle and Secondary Schools
Campbell, R.; Walz, G.; Miller, J.; Kriger, S.	Career Guidance: A Handbook of Methods
Carkhuff, Robert R.	The Art of Helping
C.C.E.M. - Inservice	Module H: Application Activity
Carkhuff, Robert R.	The Art of Problem Solving
Carkhuff, Robert R.	How To Help Yourself
Carroll; Davies; Richman The American Heritage	Word Frequency Book
Carter, Ron	Help! These Kids Are Driving Me Crazy
Chamber of Commerce	Career Education - What It Is And Why We Need It
Chick, Joyce	Innovations in the Use of Career Information
Child, Dennis	The Essentials of Factor Analysis
Christian Science Public Library	As Others See Us
Ciaglia, Messner, Gresso, Et Al	Case Study: IGE Implementation John Ridgeway Public School
Clark, Dean	Career Exploration Package In Plumbing
Cohen, Malcolm S.	Report Dilemma 71-24-70-02-1 Vol. 1 and 2
Collins, Myrtle & Collins, Dwane	Survival Kit For The Teachers (and Parents)
Colwell, L.C.; Taylor, L.B.; Simpson, B.K.	Me And You Inventory
Combs; Stewart; Frantz	Curriculum Guide For Career Exploration Program in Middle/Junior High Schools of Georgia - Home Economics
Comptroller General of the U.S.	What Is The Role of Federal Assistance For Vocational Education
Cook, Daniel W.	Vicarious Behavior Induction: A Modeling Strategy For Rehabilitation Change

Coronet Learning Programs	Choosing Your Career
Crispin, Dave	Micro-Lab In Human Potential
Crystal, J. & Bolles, R.	Where Do I Go From Here With My Life?
Danish, Steven J.; Hauer, Allen L.	Helping Skills: A Basic Training Program (Leader's Manual)
Danish, Steven J.; Hauer, Allen L.	Helping Skills: A Basic Training Program (Trainee's Workbook)
Darvis, Rene V. & Lofquist, Lloyd H.	The Minnesota Occupational Classification System
Dickerson; Stewart; Franz	Curriculum Guide For A Career Exploration Program In Middle/Junior Highs of Georgia
Diedrick, Richard C. & Dye, Allen H.	Group Procedures: Purposes, Processes, and Outcome:
Dimick, Kenneth & Krause, Frank	Practicum Manual for Counseling & Psychotherapy
Doty; Kossler; Parsons	Parent Awareness (Kit)
Downing, Lester N.	Counseling Theories & Techniques
Dreikurs, Rudolf M.D.	Children: The Challenge
The Dushkin Publishing Co.	Readings In Education 75/76
Dyer, Wayne & Vriend, John	Counseling Techniques That Work
Education Achievement Corp.	The Valuing Approach To Career Education Set 1 (Guide)
Education Achievement Corp.	The Valuing Approach To Career Education Set 1 (Tests)
Education Achievement Corp.	The Valuing Approach To Career Education (Set 1 & Test)
Education Achievement Corp.	The Valuing Approach To Career Education (Set II & Test)
Education Achievement Corp.	The Valuing Approach To Career Education (Set II & Guide)
Education Achievement Corp.	The Valuing Approach To Career Education Set II (Tests)
Education Achievement Corp.	The Valuing Approach To Career Education (Set III & Test)
Education Achievement Corp.	The Valuing Approach To Career Education (Cards)
Educational Design, Inc.	Exploring Careers - Spirit Masters
Educational Projections Corp.	The First Day On The Job

Flynn, Elizabeth & LaFaso, John	Group Discussion As Learning Process (Guidebook)
Flynn, Elizabeth & LaFaso, John	Group Discussion As Learning Process
Flynn, Elizabeth & LaFaso, John	Group Discussion As Learning Process (Source book)
Ford Foundation	Four Minorities and the PHD
Freeberg, Norman	Development of Assessment Measures for Use With Youth Work Training Program Enrollees
Freed, Alvyn M. Ph.D.	T.A. For Kids
Freed, Alvyn M. Ph.D.	T.A. For Tots and Other Prinzes
Friel, T. & Carkhuff, R.	The Art of Developing A Career (Helper's Guide) (Student Guide)
Friel, T. & Carkhuff, R.	Who, The Story Of How Who Finds His First Job
Friel, T. & Carkhuff, R.	Who, The Story Of How Who Develops His Career
Fulton, J.B.; Marshall, J.C.; Sokol, A.P.	Career Education Strategies
Gardner, L.E.	Gardner Analysis of Personality Survey (GAP Survey)
Garson, Barbara	All the Livelong Day: The Meaning & Demeaning of Routine Work
Gelatt; Varenhorst & Carey	Deciding: A Leader's Guide
Gelatt; Varenhorst; Carey & Miller	Decisions and Outcomes (Leader's Guide)
Gelatt; Varenhorst; Carey & Miller	Decisions and Outcomes (Student Book)
Gilliam, Larry	Synthetic Confrontation Therapy (ERIC Report)
Glassberg, S. & Salmon, S.	You Have Touched Me...I Have Grown
Glasser, William	The Identity Society - Copy 2
Glasser, William M.D.	Schools Without Children
Goldhammer & Taylor	Career Education: Perspective & Promise
Gordon, Sol	Facts About Sex For Today's Youth
Gordon, Sol	The Sexual Adolescent
Gordon, Thomas Dr.	P.E.T.
Gorman, A.H.	Teachers & Learners
Granger, Kolene M.	Junior High Career Guidance (ERIC)
Greer, Mary & Rubenstein, B.	Will The Real Teacher Please Stand Up?

Gysbers, N.C. & Moore, E.J.	Career Education - Methods and Processes
Gysbers; Moore; Magnuson; Newton; Fitzgerald; Steel; & Butera	Career Education Methods and Processes
Hahn, Milton E.	Planning Ahead After 40
Hahn, Milton E.	Professional Manual for Self-Study Projects
Harmin; Kirschenbaum; Simon	Clarifying Values Through Subject Matter
Hawley & Hawley	Handbook of Personal Growth Activities For Classroom Use
Health, Education & Welfare	Work in America
Helling Cliff E.	Career Development Concept - An Understanding, Plan, and Work Packet for Educators K-12
Helliwell, Carolyn (AIR)	Case Studies In Practical Career Guidance #8
Helliwell, Carolyn; Hamilton, J.; Jones, B.; Tredeman, David	Practical Career Guidance Counseling & Placement For The Non College Bound Student
Herr, Edwin	Decision-Making and Vocational Development
Herring, J.M.	Curriculum For Deliberate Psychological Education in Work at Emmons Home For Aged
Heslin, Richard & Pfeiffer, W.J.	Instrumentation in Human Relations Training
Heyman, Mark	Simulation Games For The Classroom (Fastback)
Holland, John	Making Vocational Choices: A Theory of Careers
Holland, John L.	The Occupation Finder (TEST)
Hollis, Joseph W.	LORS Experiential Technique for Program and Staff Development
Hooker & Fleming	Me And Jobs
Hopson, Barrie & Hough, Patricia	Exercises In Personal And Career Development
Human Development Institute	Transactional Analysis Social and Communication Training
Isaacson, Lee E.	Career Information in Counseling and Teaching
J.C. Penny Co.	Awareness: Insight Into People (Kit)
James, J. & Jongeward, D.	The People Book (Transactional Analysis for Student:
Johnson, David W.	Reaching Out: Interpersonal Effectiveness & Self-Actualization
Jonas, Hank	Communicating With Children: A Curriculum Guide

Jones, G.B. & Others	Development & Evaluation of a Comprehensive Career Guidance System (ERIC)
Jones, Joanna J. & Jones, John E.	Dialog (1-12)
Kaplan; Madsen; Taylor	Change For Children
Kaplan, Louis	Education and Mental Health
Katz, Martin	Decisions and Values
Kaufman, Walter	Without Guilt and Justice
Kenneke, Larry J.	Career Development Activities
Kenneke, Larry; Nystrom, Dennis; Stadt, Ronald	Planning & Organizing Career Curricula
Kirschenbaum; Simon and Napier	Wad-Ja-Get
Klein; Kramer; Et Al	Search For Meaning
Kotowski, Joanne	Say It With Puppets (Kit)
Krebs, Alfred	The Individual And His Education
Law, Bill	Decide for Yourself
Law, Gordon F.	Contemporary Concepts In Vocational Education
Lee, Miriam	Jobs In Your Future
Lefrancois, Guy R.	Psychology for Teaching
Levitan; Sar & Johnston, W.	Work Is Here To Stay, Alas
Limbacher, Walter J.	Becoming Myself (Student's Edition)
Limbacher, Walter J.	Becoming Myself (Teacher's Edition & Spirit Masters)
Limbacher, Walter J.	Her I Am (Student's Edition)
Limbacher, Walter J.	Here I Am (Teacher's Edition & Spirit Masters)
Limbacher, Walter J.	I'm Not Alone (Student's Edition)
Limbacher, Walter J.	I'm Not Alone (Teacher's Edition & Spirit Masters)
Lippitt, Peggy	Students Teach Students (Phi Delta Kappa Fastback)
Lisack	Employment Opportunity Projections
Lyon, Harold C.	It's Me And I'm Here

McCary, James L.	Teaching Human Sexuality
McClure, Larry	Career Education Survival Manual (Guidebook)
Maddox, Beverly A.	Getting It Together
Mager, R.F.	Preparing Instructional Objectives
Mager R.F.	Developing Attitude Toward Learning
Mager, R.F.	Measuring Instructional Intent
Mager, R.F. & Pipe, Peter	Analyzing Performance Problems
Mager, R.F.	Goal Analysis
Mager, R.F. & Beach, K.M. Jr.	Developing Vocational Instruction
Magnuson, Carolyn	You And ??? = Friendship
Magnuson, Carolyn	You + Others = ??? Self Knowledge & Interpersonal Skills
Malnig, Laurence & Morrow, Sandra	What Can I Do With A Major In...?
Martin, Ann M.	The Theory & Practice of Communicating Educational and Vocational Information
Mastors, Charlotte	School Volunteers: Who Needs Them? (Fastback)
McCall, John R.	Playing It Straight With Youth
McKnight Pub.	Changing Signals (Teacher's Guide)
McKnight Pub.	Getting Started (Teacher's Guide)
McKnight Pub.	Moving On (Teacher's Guide)
McKnight Pub.	Traveling Together (Teacher's Guide)
McKnight Pub.	Turning Points (Teacher's Guide)
McKnight Pub.	World of Work And Work Experience Programs And Succeeding In The World Of Work (Kit)
McPhail, Peter	Points of View Cards
McPhail; Ungoed-Thomas; Chapman	Learning To Care
Menuey, Joan & Ogle, Geri	Good Times Box - Positive Activities For The Classroom (Blue)
Menuey, Joan & Ogle, Geri	Good Times Box - Positive Activities For The Classroom (Red)
Mesa Public Schools	Staff Development Packets

Miller, C.H. & Weigel, G.D.	Today's Guidance
Miller, Juliet & Leonard, George E.	Career Guidance Practices For Disadvantaged Youth
Minnesota Dept. of Education Pupil Personnel Service Section	Project TECE
Mister Caps	Career Awareness Program - Manuals and Tapes
Mitchell, Joyce Slayton	Other Choices For Becoming A Woman
Moos, R.H. & Trickett, E.J.	Classroom Environment Scale - Manual
Mosley, Kem G.	Curriculum Of Self-Awareness
Munson	My Educational Plans
Murphy, Maribeth L.	The Murphy Inventory of Values
Myers, Roger A.	Educational & Career Exploration System (ERIC)
NASSP Special Task Force	Graduation Requirements
N.R.E.L.	Awareness Set for Career Exploration #1
N.R.E.L.	Awareness Set for Career Exploration #2
N.R.E.L.	Awareness Set for the Career Journal #1
N.R.E.L.	Awareness Set for the Career Journal #2
N.R.E.L.	Awareness Set for the Competencies #1
N.R.E.L.	Awareness Set for the Competencies #2
Napier/Gershenfeld	Groups: Theory And Experience
Napier/Gershenfeld	Groups: Theory And Experience (Instructor's Manual)
National Training & Development Services	The NTDS Training Series
NTL Learning Resources Corp.	Twenty Exercises For The Classroom
NTL Learning Resources Corp.	Twenty Exercises For Trainers
NVGA	Measuring Vocational Maturity For Counseling And Evaluation
Newton, Russell M.	What Do You Like? What Do You Do?
Newton, Russell M.	You And New Things To Do
Nix, Jack P.	Countdown To The 70's (Teacher's Manual)
Nix, Jack P.	Handbook for Counselors in Georgia Schools

Northwest Lab	A Competency Based Training Program For Manpower Counselors
Northwest Lab	A Competency Based Training Program For Manpower Counselors (Instructor's Key)
Northwest Lab	Experience-Based Career Education - Final Evaluation Report - September 1974
Northwest Lab	Implementing Competency Based Counselor Preparation: A Resource Manual
Norton, Robert E.	Staff Development for Promoting More Effective Use of Community Resources in Career Education
Northwest Regional Educational Lab	Adult Career Education Counseling & Guidance Literature Resource
Ohio State University	Self-Appraisal for Decision Making & Career Planning (Teacher's Guide)
Osipow, Samuel H.	Theories of Career Development
Owston, Ronald H.T.	How To Use Transactional Analysis Concepts
Patterson, D.H.	Humanistic Education
Paulson, Wayne	Clarifying My Values - Set A (From Deciding for Myself)
Paulson, Wayne	Deciding for Myself: A Values-Clarification Series (Leader Guide)
Paulson, Wayne	My Everyday Choices - Set B (From Deciding for Myself)
Paulson, Wayne	Where Do I Stand? (From Deciding for Myself)
Peterson, Audrey J.	Motivation Advance Program (KIT)
Peterson; Jackson & Others	Coping Behaviors Dimension Guide
Peterson; Jackson & Others	Enrichment Of Teacher & Counselor Competencies In Career Education
Peterson; Jackson & Others	Lifestyle Dimension Guide
Peterson; Jackson & Others	Self-Development Dimension Guide
Pfeiffer & Jones	Dyadic Encounter - A Program for Getting Acquainted in Depth (1-12)
Pfeiffer, J.W. & Jones, J.E.	Series in Human Relations Training - Vols. I,II III, IV
Pfeiffer, J.W. & Jones J.E.	1972 Annual Handbook For Group Facilitators

Pfeiffer, J.W. & Jones, J.E.	1973 Annual Handbook for Group Facilitators
Pfeiffer, J.W. & Jones, J.E.	1974 Annual Handbook for Group Facilitators
Pfeiffer, J.W. & Jones, J.E.	1975 Annual Handbook for Group Facilitators
Pflaum/Standard	Search For Meaning Manual, Dittos, Posters
Pflaum/Standard	Search For Values - Manual & 7 Masters Envelopes
Phi Delta Kappa	Centers Anyone?
Phi Delta Kappa	The Gallup Polls of Attitudes Toward Education 1969-1973
Phi Delta Kappa	School Climate Improvement: A Challenge to the School Administration
Pietrofessa; Leonard; Giroux	Career Education and the Counselor
Planned Parenthood	The Combination
Pomeroy, Wardell B.	Boys & Sex
Postman, Neil & Weingartner, Charles	Teaching As A Subversive Activity
Powell, John	Why Am I Afraid To Love?
Prediger, D.J.; Roth, J.D. & Noeth, R.	Act Research Report #61
President's Science Advisory Com.	Youth: Transition To Adulthood
Projections Educational Corp.	Self-Analysis Manual
Randolph; Howe; Achterman	Self Enhancing Education (Collection Copy 1-5)
Randolph; Howe; Achterman	Self-Enhancing Education - Copy 1-4 (Training Manual
Rashbaum, Meg	A Career Education Curriculum For The Elementary School
Rashbaum, Meg	Peer-Counseling: A Program For Sixth Graders
Reichert, Richard	Self-Awareness Through Group Dynamics
Roberts, Bernice R. & Gilchrist, Robert S.	Curriculum Development: A Humanized Systems Approach (Phi Delta Kappa)
Rogers, Carl R.	Freedom To Learn
Rohrbach; Stewart; Frantz	Curriculum Guide For Career Exploration Program In Middle/Junior High Schools of Ga. - Indust. Arts
Rosow, Jerome M.	The Worker And The Job: Coping With Change
Ryan, Charles	Career Education: A Handbook Of Finding Resources

Ryan, Charles	Career Education Program Vol. 1
Sager, Clifford J. & Kaplan, Helen	Progress In Group and Family Therapy
Salmon, Shirley	Counselor Interaction With Teachers
Salomone, P.R.	The Vocational Choice Process of Non-Professional Workers: Research Plan
Sanoff, Joan	Self Awareness Through the Creative Arts (ERIC)
Schmuck, Richard A. & Schmuck, Patricia A.	Group Processes in the Classroom
Schwarzrock S. & Wrenn, G.	Alcohol As A Crutch (Coping with Series)
Schwarzrock S. & Wrenn, G.	Can You Talk With Someone Else? (Coping with serie
Schwarzrock, S. & Wrenn, G.	Changing Roles of Men and Women (Coping with series
Schwarzrock, S. & Wrenn, G.	Coping With Cliques (Coping with Series)
Schwarzrock, S. & Wrenn, G.	Crises Youth Face Today (Coping with Series)
Schwarzrock, S. & Wrenn, G.	Do I Know The "Me" Others See? (Coping with Series)
Schwarzrock, S. & Wrenn, G.	Easing The Scene (Coping with Series)
Schwarzrock, S. & Wrenn, G.	Facts And Fantasies About Alcohol (Coping with seri
Schwarzrock, S. & Wrenn, G.	Facts And Fantasies About Drugs (Coping with Series)
Schwarzrock, S. & Wrenn, G.	Facts And Fantasies About Smoking (Coping with seri
Schwarzrock, S. & Wrenn, G.	Food As A Crutch (Coping with Series)
Schwarzrock, S. & Wrenn, G.	Grades: What's So Important About Them Anyway? (Coping with Series)
Schwarzrock, S. & Wrenn, G.	I'd Rather Do It Myself If You Don't Mind (Coping with Series)
Schwarzrock, S. & Wrenn, G.	In Front Of The Table And Behind It (Coping with Series)
Schwarzrock, S. & Wrenn, G.	Living With Differences (Coping with Series)
Schwarzrock, S. & Wrenn, G.	Living With Loneliness (Coping with Series)
Schwarzrock, S. & Wrenn, G.	The Mind-Benders (Coping with Series)
Schwarzrock, S. & Wrenn, G.	My Life - What Shall I Do With It? (Coping with Series)
Schwarzrock, S. & Wrenn, G.	Parents Can Be A Problem (Coping with Series)

Schwarzrock, S. & Wrenn, G.	Some Common Crutches (Coping with Series)
Schwarzrock, S. & Wrenn, G.	To Like And Be Liked (Coping with Series)
Schwarzrock, S. & Wrenn, G.	Understanding The Law Of Our Land (Coping with Seric
Schwarzrock, S. & Wrenn, G.	You Always Communicate Something (Coping with Series
Science Research Associates	Kuder AH Speciman Set
Science Research Associates	Kuder CP Specimen Set
Science Research Associates	Kuder DD Specimen Set
Science Research Associates	Kuder E Specimen Set
Science Research Associates	What I Like To Do Specimen Set
Scott, Thelma	Case Studies In Practical Career Guidance #4
Scott, Thelma	Case Studies In Practical Career Guidance #9
Seiders, N.D. & Sanford, E.W.	Values Inventory Of Behavioral Responses Manual
Semb, George B.	Of Children, A Study Guide
Shaftel, F.R. & Shaftel, G.	Role-Playing For Social Value Decision-Making In Social Studies
Sheitzer, Bruce E.	Career Exploration and Planning (Student Handbook)
Shull & Clarke	Everywhere We Go (Teacher's Edition)
Shull & Clarke	The People Around Us (Teacher's Edition)
Simick, Daniel	Occupational Information and Guidance
Simon, Sidney B.	I Am Loveable And Capable
Simon, Sidney B.	Meeting Yourself Halfway
Simon; Howe & Kirschenbaum	Values Clarification
Simpson, Bert K.	Perception Of Values Inventory (Manual)
Simpson, Bert K.	Report: Results Of Inventory "Teaching For Responsible Behavior"
Sherman, J.G.	PSI - Personalized System of Instruction
Slocum, Walter	Occupational Careers
Smith, George N.	Orientation To A Systematic Approach To Guidance
Smith, George N.	Toward Accountability
Spencer, Frederick	Assertion Training: Curriculum

Spiegel, Hans B.C.	Not For Work Alone
Stanford, Gene & Stanford, Barbara	Learning Discussion Skills Through Games
Stae of Ohio, Department of Education	Ohio Career Development Program Inservice Procedures Manual
Stebbins; Ames; Rhodes	Sex Fairness In Career Guidance (A Learning Kit)
Stevens, John O.	Awareness: Exploring, Experimenting, Experiencing
Strohmenger, Todd	How To Complete Job Application Forms
Super, Donald E. & NVGA	Measuring Vocational Maturity For Counseling and Evaluation
Talmadge, Harriet	Systems Of Individualized Education
The Task Force of the National Association of School Principals	This We Believe
Terkel, Studs	Working: People Talk About What They Do All Day and How They Feel About What They Do
Thorensen, Carol & Others	Behavioral School Counseling: Stanford Project (ERIC)
Thoroman, E.C.	The Vocational Counseling of Adults and Young Adults
Toffler, Alvin	Learning For Tomorrow, The Role of the Future in Education
U.S. Department of HEW	A Guide for Developmental Vocational Guidance (ERIC)
U.S. Department of HEW	A Guide For Teachers of a Course in Career Exploration Grades 8-9-10 (ERIC)
U.S. Department of HEW	Teacher's Guide To: Self Understanding Through Occupational Exploration
U.S. Department of Interior	Project Independence - Coal
U.S. Department of Interior	Project Independence - Synthetic Fuels from Coal
U.S. Department of Labor	Dictionary of Occupational Titles - 1965 - Vol. 1
U.S. Department of Labor	Dictionary of Occupational Titles - 1965 - Vol. 11
U.S. Department of Labor	Index to Publications of the Manpower Administration
U.S. Department of Labor & HEW	Manpower Report Of The President
U.S. Department of Labor	Manpower Report Of The President 1973
U.S. Department of Labor	Manpower Research And Development Projects

Vise, Judith Carol	Psychological Education: An Alternative Approach
Vocational Schools Program	Consumer Education
Von Haden, Herbert I. & King, Jean M.	Educational Innovator's Guide
Ward, Jerry K.	Cope: Teacher's Guide And 35 Student Copies
Washburn, Michael & Beitz, Charles	Creating The Future
Weingartner, Charles & Postman, Neil	How To Recognize A Good School (Fastback)
Wernick, Walter	Teaching For Career Development In The Elementary School
Western Psychological Services	Planning Ahead After 40 (Kit)
Wider Opportunities for Women	Careers For Program Enabling Students To Examine themselves Research Occupations and Seek ways to help other students
Wiggins, James D.	Tested Practices
Williams, Catherine	The Community As Textbook (Phi Delta Kappa)
Williamson, Shirley P. & Braden, Bill	Communications Survival Kit
Wilson, Gary B.	Parents and Teachers - Volume I & II
Wilson; Stewart; Frantz	Curriculum Guide For Career Exploration For Middle/Junior Highs of Georgia - Business Education
Wolff, Jurgen M.	Case Studies In Practical Career Guidance #12
Wysong	Career Education Program Vol. 3
Zaccaria, Joseph	Theories Of Occupational Choice & Vocational Development

Appendix H

INFUSION

Questions and exercises on values and decision making can be infused into the subject matter curriculum, eg., English, history, science. Many of the questions could be used in essay writing or class discussion. Following are some examples:

English Given a story or novel which the student is reading:

1. Ask students what decision they would make if they were in the same position as a character in the story or novel.

2. Ask students what values are motivating the character and how the character has come to hold those values. Ask students what other ways the character might act.

3. Ask students what sort of outcome is probable and possible as a result of a character's actions before the outcome in the story/novel is revealed.

4. Ask students to classify a character's decision as intuitive, impulsive, etc.

5. Ask the students how a character might have benefited from gathering more facts, better facts, or from using better planning.

6. Ask students why the author has chosen the form of the novel or story she/he has. What other form might have been used.

7. Have students compare a character's values with their own.

History

Ask questions similar to those used in the English section about historical figures and their predicaments. For example, Why did Hitler decide not to attack England? His astrologers said it was a bad time. Have students discuss the accuracy of this information and what the consequences might have been if Hitler had based his decision on other information.

Science

1. Discuss the importance of planning in successful experimentation.

2. Discuss some famous discoveries (e.g., the theory of relativity) and analyze the plan which led to the uncovering of it (intuitive, analytical, etc.).

VOCATIONAL GUIDANCE PROJECT Cherokee High School
Dorothy Street English
Total hours on this skill: four

SELF APPRAISAL SKILLBUILDING

Goal: The student will gain insight into his beliefs about himself and the direction his life can take through his own will.

I. Class Description:
This class is an English class homogeneously grouped by interest level, ability level, and socioeconomically.

II. Lesson Plan:

A. Objective: The student will realize that the direction(s) of his life is in his own power; that he can direct his pursuits through education, or lack of it; that he can direct his interests into satisfactory and profitable outlets; that he does not have to remain in the same educational or economic setting as his parents because "fate" wills it so.

B. Learning Activities will involve 100 minutes or two class periods.

1. This activity may be used in correlation with Greek legends, myths, or drama. This class was studying Antigone.

2. After reading the play or any work where fate is involved, the teacher leads a discussion on fate, asking the students for their interpretations and opinions about "fate." This should, naturally, lead to a discussion of the "fate" of each student and his control over his fate, how he controls his fate, how he changes his fate from that of others in his family or his peers, how his interests can carry him into different directions, how his education can determine his fate.

3. Each student is asked to write a composition on his interpretation of fate, what he believes his fate to be, how he would like to change his fate and what he would have to do to insure those changes.

C. Evaluation will be determined by the compositions.

D. Assessment: Some compositions reflect the apathy or lack of desire to change while others show a distinct interest in changing what they judge to be their fate.

OCCUPATIONAL AWARENESS

GOAL: The student possesses the ability to read, write, and listen.

I. Class Description

This is a remedial ninth grade math class homogeneously grouped by interest level, ability level, and socioeconomically.

II. Lesson Plan

A. Objective: The students will become aware of the need for math in various job situations.

B. Learning activities include a 15-20 minute exercise followed by a short discussion, a 5 minute exercise followed by a short discussion and a 15-20 minute exercise and/or discussion.

1. Students are given a ditto which shows a center circle with the words "Jobs and Math" inscribed. There are many empty circles attached to this center one. Students are asked to fill in the empty circles with jobs that require any type of math. They are asked to star any job that they are considering for their occupation.

2. Under each job they are asked to put the type of math used in that particular job. (Ex: Cashier--banking and money)

3. The class discusses the jobs listed and the math used in each.

4. Students are asked to list three jobs which require no math.

5. The teacher and students discuss and prepare a list of "habits" taught at school that are helpful in any job situation. (Ex: punctuality, responsibility, etc.)

C. Evaluation

The teacher may collect the job charts or individually talk with each student about their chart--especially noting their star choices. Interest shown in discussion is also a means of evaluation.

D. Assessment

This group of students had difficulty participating in a discussion. One general comment produced several individual conversations. All seemed interested in the topic of discussion. Most were surprised that they could not list three jobs that did not use math.

WHOM WILL YOU DEFEND

Goal: To help student identify with characters of different value systems in a drama and, in speaking for the character, support their own personal values. (This exercise was in response to Ibsen's A Doll's House.)

I. Class Description

This is a twelfth grade English class consisting primarily of college-bound students but homogeneous as to interests and socioeconomic background.

II. Objective

The student will choose a character whose value system he can accept and defend that character's actions against the criticism of other students.

III. Time

About 45 - 50 minutes

IV. Activity

(1) This activity should follow the reading, acting out or listening to of Ibsen's A Doll's House.

(2) Ask for student volunteers who can sympathize with a particular character in the play. Get students to represent each of the characters.

(3) Have these students sit in the center (if desks are in a circle) or at the front of the room if desks are in rows.

(4) A general discussion follows" if a character's actions are attacked by a student, then the student representing that character must defend himself. (Other students may also come to his defense if they wish.)

V. Evaluation

Evaluate by answering such questions as the following either orally or on paper:

(a) Did you change your opinions of any of the characters as a result of this activity?
(b) Did you become aware of any personal values that you did not know you held?
(c) Do you feel that you did a good job of defending your character?

VI. Assessment

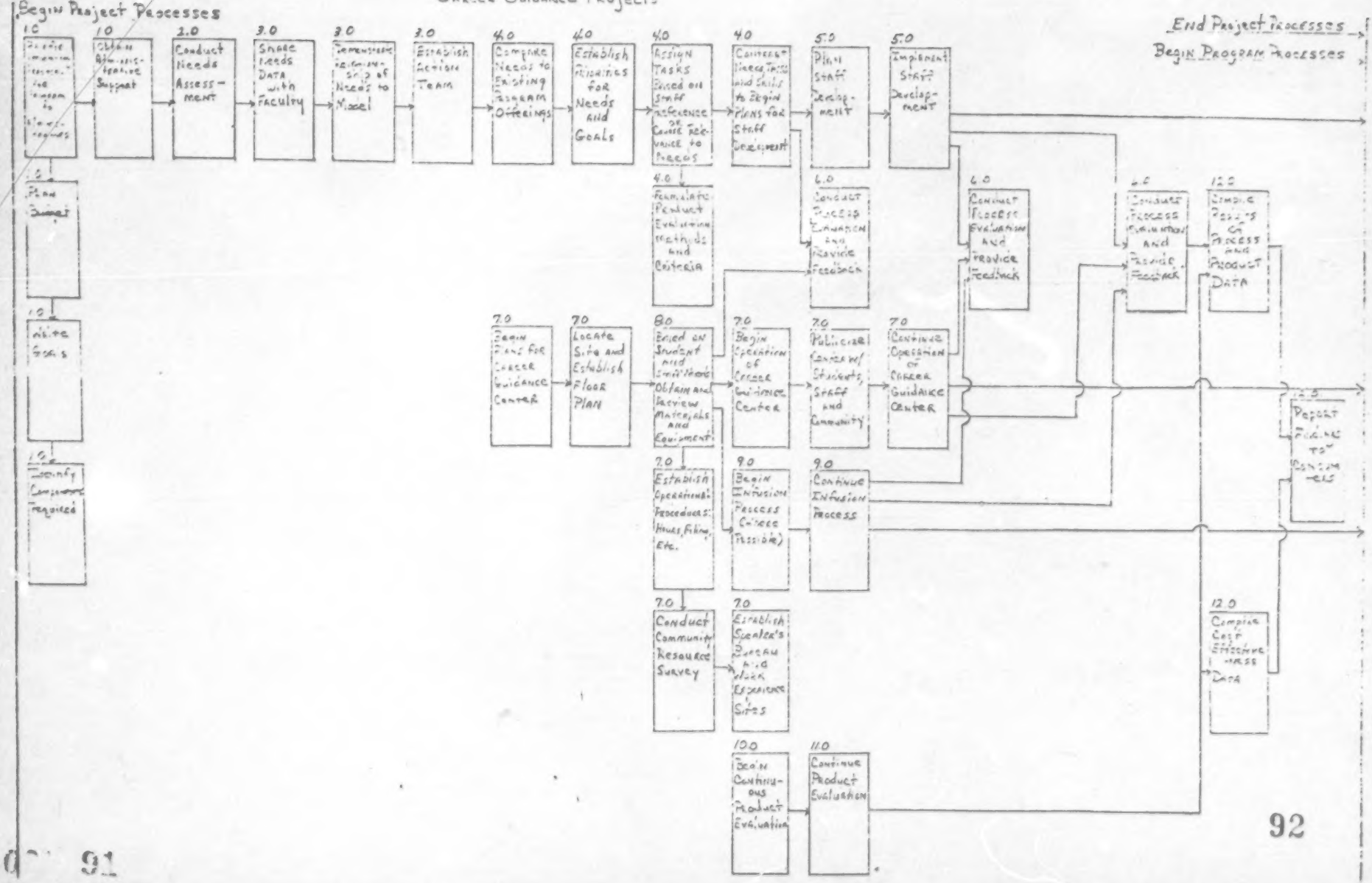
This is one of the best ways to develop understanding of the actions of a literary character and their implications. Students become enthusiastically involved. Literature becomes highly relevant.

Appendix I

(See CE 018 146)

Appendix J

Chronology of Basic Management Processes for Career Guidance Projects


Begin Project Processes
End Project Processes
Begin Program Processes
1.0
2.0
3.0
4.0
5.0
6.0
7.0
8.0
9.0
10.0
11.0
12.0
Plan Summary
Write Goals
Locate Security Compliance Required
Obtain Administrative Support
Conduct Needs Assessment
Share Needs Data with Faculty
Summarize Review Skills of Needs to Model
Establish Action Team
Compare Needs to Existing Program Offerings
Establish Priorities for Needs and Goals
Assign Tasks Based on Staff Reference or Career Relevance to Needs
Formulate Product Evaluation Methods and Criteria
Compare Needs and Skills to Begin Plans for Staff Development
Conduct Process Evaluation and Provide Feedback
Plan Staff Development
Implement Staff Development
Continue Process Evaluation and Provide Feedback
Continue Process Evaluation and Provide Feedback
Compile Results of Process and Product Data
Report Findings to Decision Makers
Begin Plans for Career Guidance Center
Locate Site and Establish Floor Plan
Based on Student and Staff Needs Obtain and Review Materials and Equipment
Establish Operational Procedures: Hours, Filing, Etc.
Conduct Community Resource Survey
Begin Operation of Career Guidance Center
Begin Infusion Process Career (Possible)
Establish Speaker's Bureau and Work Experience Sites
Begin Continuous Product Evaluation
Publicize Career w/ Students, Staff and Community
Begin Infusion Process
Continue Infusion Process
Continue Operation of Career Guidance Center
Compile Cost Effective Data
Continue Product Evaluation

Appendix K

Table of Contents
for
Career Guidance Guide

I. Rationale (Use Career Guidance in Georgia)

A. The Model
B. Goal Areas

II. Components of the career guidance program

A. Needs assessment
B. Planning and management
C. The delivery system(s) (Use Career Guidance in Georgia)
D. The career guidance center
E. The paraprofessional
F. Community involvement
G. Staff development
H. Evaluation

III. Needs assessment data

A. Methods
B. Student results
C. Staff results

IV. Project management

A. Get permission from principal to do a student and staff needs assessment
B. Conduct a student and staff needs assessment
C. If the principal and superintendent have not clearly and throughly supported and understood career guidance prior to this point, get their support and understanding now using the needs data to justify your requests
D. Form a committee of department heads, preferably, and include work experience coordinators
E. Using needs data determine which school programs, English, PECE, science, are meeting what needs of which students (Utilize subject, goal, grade matrix)
F. List the unmet needs in terms of topic and students to be served
G. Determine who should be involved in meeting unmet needs and what ways these unmet needs can be met (Utilize the comprehensive approach outlined in Career Guidance in Georgia, pages 16-18)

IV. Project management (Cont.)

A. Consider developmental stages of students (Refer to the Tennyson/Ashe matrix)

B. Teacher attitudes

C. Relationship of subject matter to career guidance needs

D. Skills of staff

H. Assign tasks to staff based on above

I. Action plan and time line

J. Plan staff development based on the gaps between the tasks assigned and the skill level possessed by staff who must perform these tasks (Use University of Georgia modules in this planning)

V. Student outcome objectives

VI. Staff outcome objectives

VII. The Career Guidance Center

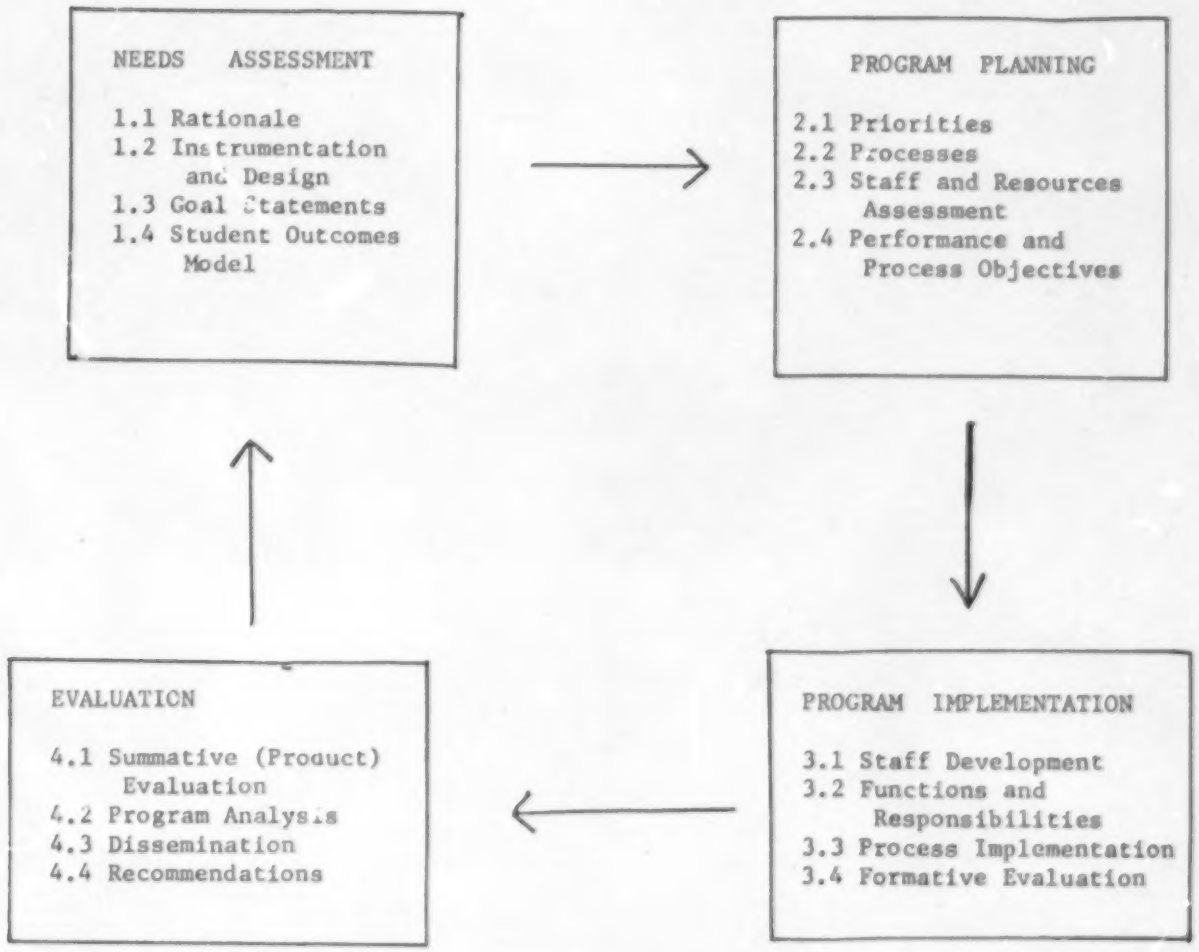
VIII. Budgeting

IX. Evaluation

X. Materials

XI. Appendix

Appendix L



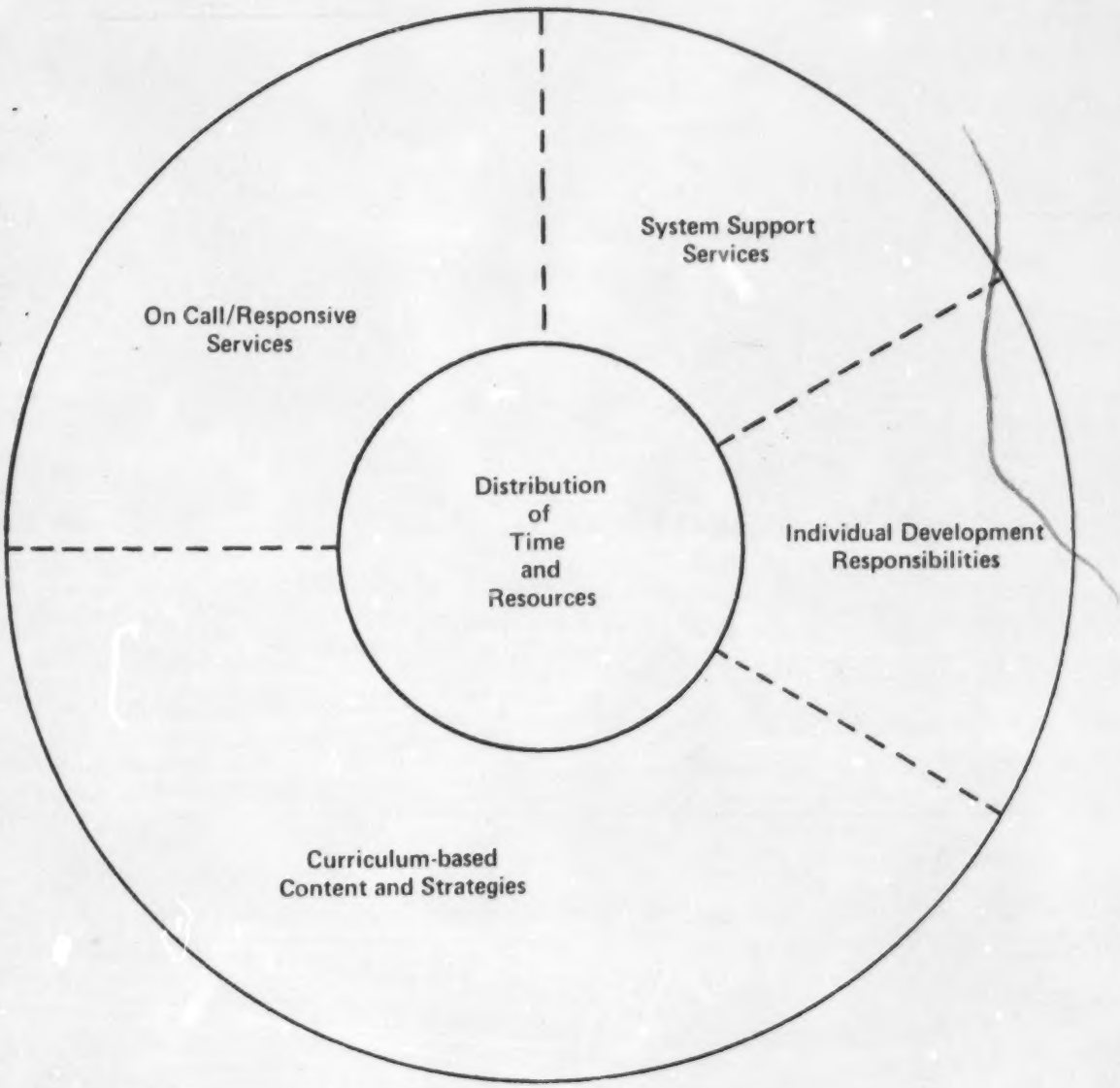
Systems Model for Program

Planning and Management

Appendix M

FIGURE 4

Career Guidance Processes: A Quality Control System



Appendix N

I M P O R T A N T ! !

TO THE EVALUATORS: This form is to be used as a self evaluation of the processes which have been attempted and/or completed to date. It is intended as a formative measure to be used in pointing out the progress, or lack of it, which has been made in the career guidance project/program undergoing evaluation.

The project/program should lend itself to the development of the following components which the evaluation form reflects: needs assessment, program planning and development, staff development, placement, the resource center and evaluation.

DATE _____

SCHOOL SYSTEM _____

EVALUATORS _____, _____,

_____

PLEASE PUT A CHECK MARK UNDER THE CORRECT RESPONSE FOR EACH ITEM.

	YES	NO
I. Needs Assessment:		
A student needs assessment has been done in the past 12 months	_____	_____
A staff needs assessment has been done in the past 12 months	_____	_____
A community needs assessment has been done in the past 12 months	_____	_____
Needs data have been presented to the total faculties of schools involved in the project	_____	_____
Needs data have been ranked by priority	_____	_____
II. Program Planning and Development:		
Needs data have been used to establish goals for the project	_____	_____
Needs data have been used to identify gaps in existing programs	_____	_____
Needs data have been used to identify tasks relevant to filling program gaps	_____	_____
Assignments to faculty of the tasks identified have been made	_____	_____
Objectives for accomplishing these tasks have been stated in writing	_____	_____
Superintendents, principals and other administrators are involved in the planning and development processes	_____	_____
Students are involved in project planning and development	_____	_____
Faculty from various sectors of the school program, work experience, academic, job placement, are involved in planning and development	_____	_____
Attention has been given to coverage of the goal areas for career guidance in Georgia*	_____	_____

*Human Relations Skills _____
Relating with significant others _____
Self Validation _____
Daily Living _____
Employability _____
Work & Leisure Environments _____
Planning Skills _____
Educational Environment _____
Self Understanding _____

II. Program Planning and Development: (con't.)

Priority of attention to the above goal areas has been based on needs data	____	____
Changes in functions of faculty, specifically teachers and guidance staff, have been made to expedite project operation	____	____
New curricula which will become an integral part of the instructional program (through infusion) have been developed	____	____
Additional required or elective course offerings related to project objectives have been developed, i.e. life career planning	____	____
Guidance personnel are providing leadership in terms of project planning, development and implementation	____	____
An active task force or advisory committee for the project has been designated	____	____
Procedures for expediting the expenditures of funds have been established	____	____

III. Staff Development:

A progression from needs data, to task assignments, to skills required of staff was used to plan staff development activities	____	____
A representative sample of faculty (20-50%) from schools involved in the project are being included in staff development	____	____
Staff development activities are being implemented on a continuous (weekly, monthly) basis throughout the year	____	____
Staff development activities include the use of the Georgia training packages	____	____
Plans for follow-up/evaluation of the staff development program have been made	____	____

IV. The Resource Center:

The center has been adequately staffed	____	____
Efforts have been made to inform students, staff and community of the purposes and availability of the center	____	____
The center has become operational	____	____
Needs data for staff and students were used as a basis for purchase of materials	____	____

IV. The Resource Center: (con't.)

Needs data, task responsibilities and planned programs are being used as the bases for the operation of the center	____	____
Department of Education recommendations, such as proximity to the guidance office, central location and size were used to establish the physical facility for the center	____	____
Visits to the center by community representatives are planned	____	____
Visits to the center by community representatives are taking place	____	____
Field trips originating from the center are occurring	____	____
Planned group activities with students are taking place in the center	____	____
Teachers are using the center for referrals or as a resource for classroom activities	____	____
A system for filing and accounting for materials has been established	____	____
A community resource file has been established	____	____

V. Placement:

An advisory committee for placement has been designated	____	____
A community survey of job placement needs has been done	____	____
A student survey of job placement needs has been done	____	____
A student survey of educational placement needs has been done	____	____
A system of accounting for educational and job placements has been established	____	____
Students, faculty and community have been informed of the placement services available	____	____
One individual has been assigned responsibility for coordinating and reporting on the total placement effort	____	____
Efforts have been made to coordinate educational and job placement into one overall effort	____	____

V. Placement: (con't.)

Follow-up of placements, educational and occupational, are being done	____	____
Efforts are being made to establish a means of offering services to former students	____	____
A placement manual has been prepared	____	____

VI. Evaluation:

Criteria, such as those stated in student outcome objectives, have been established for evaluative purposes	____	____
Plans have been made for the development of student/teacher/community questionnaires for the purpose of obtaining evaluative data	____	____
Studies of the pre/post control design are underway to determine effects of the project	____	____
Means of documenting the effects of project activities on recipients of or participants in these activities, such as number of placements, visits to center, improvement in classroom climate, have been developed	____	____
Provisions have been made for reporting process (procedural), product (outcome) and financial data to state and local representatives	____	____
A pattern of needs-to objectives-to expected outcomes is being followed for evaluative purposes	____	____

I M P O R T A N T ! !

TO THE EVALUATOR: This form is to be used by you as a summative evaluation of the processes which have been accomplished in this career guidance project to date.

Your responses along with those of your fellow evaluators will be taken into advisement when this project is considered for future funding.

Please mark your responses as candidly as possible, since your responses will become an anonymous part of a total evaluation report.

It is recommended that you use the items on the form as "stems" for interview questions with project personnel, e.g., "Have you completed a student needs assessment?" or "Tell me about any changes in function of teachers or counselors as a result of the project."

Attached to the evaluation form is an abstract of the state recommendations for each of the components listed on the evaluation form. This will provide you with background information as to the purposes and proper implementation of all the career guidance projects.

SUMMATIVE EVALUATION FORM

DATE _____

SCHOOL SYSTEM _____

EVALUATOR _____

PLEASE CIRCLE THE CORRECT RESPONSE FOR EACH ITEM.

	No, not attempted	Yes, attempted but incomplete	Yes, attempted with no success	Yes, completed with success
I. Needs Assessment:				
A student needs assessment has been conducted in the past 12 months	1	2	3	4
A staff needs assessment has been conducted in the past 12 months	1	2	3	4
A community needs assessment has been conducted in the past 12 months	1	2	3	4
Needs data have been presented to the total faculties of schools involved in the project	1	2	3	4
Needs data have been ranked by priority	1	2	3	4
			TOTAL	_____

DOCUMENTATION:

	Yes, not attempted	Yes, attempted but incomplete	Yes, attempted with no success	Yes, completed with success
II. Program Planning and Development:				
Needs data have been used to establish goals for the project	1	2	3	4
Needs data have been used to identify gaps in existing programs	1	2	3	4
Needs data have been used to identify tasks relevant to filling program gaps	1	2	3	4
Assignments to faculty of the tasks identified have been made	1	2	3	4
Objectives for accomplishing these tasks have been stated in writing	1	2	3	4
Superintendents, principals and other administrators were involved in the planning and development processes	1	2	3	4
Students were involved in project planning and development	1	2	3	4
Faculty from various sectors of the school program, work experience, academic, job placement, were involved in planning and development	1	2	3	4
Attention has been given to coverage of the goal areas for career guidance in Georgia:	1	2	3	4

Human Relations Skills _____
Relating with significant others _____
Self Validation _____
Daily Living _____
Employability _____

Work & Leisure Environments _____
Planning Skills _____
Educational Environment _____
Self Understanding _____

Priority of attention to the above goal areas has been based on needs data	1	2	3	4
Changes in functions of faculty, specifically teachers and guidance staff, have been made to expedite project operation	1	2	3	4

	No, not attempted	Yes, attempted but incomplete	Yes, attempted with no success	Yes, completed with success
II. Program Planning and Development: (con't.)				
New curricula which will become an integral part of the instructional program (through infusion) have been developed	1	2	3	4
Additional required or elective course offerings related to project objectives have been developed, i.e. life career planning	1	2	3	4
Guidance personnel have provided leadership in terms of project planning, development and implementation	1	2	3	4
An active task force or advisory committee for the project has been designated	1	2	3	4
Procedures for expediting and expenditures of funds have been established	1	2	3	4
			TOTAL	_____

DOCUMENTATION:

III. Staff Development:	No, not attempted	Yes, attempted but incomplete	Yes, attempted with no success	Yes, completed with success
A progression from needs data, to task assignments, to skills required of staff was used to plan staff development activities	1	2	3	4
A representative sample of faculty (20-50%) from schools involved in the project have been included in staff development	1	2	3	4
Staff development activities have been implemented on a continuous (weekly, monthly) basis throughout the year	1	2	3	4
Staff development activities included the use of the Georgia training packages	1	2	3	4
Plans for follow-up/evaluation of the staff development program have been made	1	2	3	4
			TOTAL	_____

DOCUMENTATION:

	No, not attempted	Yes, attempted but incomplete	Yes, attempted with no success	Yes, completed with success
IV. The Resource Center:				
The center has been adequately staffed	1	2	3	4
Efforts have been made to inform students, staff and community of the purposes and availability of the center	1	2	3	4
The center has become operational	1	2	3	4
Needs data for staff and students were used as a basis for purchase of materials	1	2	3	4
Needs data, task responsibilities and planned programs have been used as the bases for the operation of the center	1	2	3	4
Department of Education recommendations, such as proximity to the guidance office, central location and size were used to establish the physical facility for the center (Facility approximates a 20' x 30' facility)	1	2	3	4
Visits to the center by community representatives were planned	1	2	3	4
Visits to the center by community representatives have taken place	1	2	3	4
Field trips originating from the center have occurred	1	2	3	4
Planned group activities with students have taken place in the center	1	2	3	4
Teachers have used the center for referrals or as a resource for classroom activities	1	2	3	4

	No, not attempted	Yes, attempted but incomplete	Yes, attempted with no success	Yes, completed with success
IV. The Resource Center: (con't)				
A system for filing and accounting for materials have been established	1	2	3	4
A community resource file has been established	1	2	3	4
			TOTAL	_____

DOCUMENTATION:

V. Placement:				
An advisory committee for placement has been designated	1	2	3	4
A community survey of job placement needs has been done	1	2	3	4
A student survey of job placement needs has been done	1	2	3	4
A student survey of educational placement needs has been done	1	2	3	4
A system of accounting for educational and job placements has been established	1	2	3	4
Students, faculty and community have been informed of the placement services available	1	2	3	4
One individual has been assigned responsibility for coordinating and reporting on the total placement effort	1	2	3	4
Efforts have been made to coordinate educational and job placement into one overall effort	1	2	3	4

	No, not attempted	Yes, attempted but incomplete	Yes, attempted with no success	Yes, completed with success
V. Placement: (con't)				
Follow-up of placements, educational and occupational, have been done	1	2	3	4
Efforts have been made to establish a means of offering services to former students	1	2	3	4
A placement manual has been prepared	1	2	3	4
			TOTAL	_____

DOCUMENTATION:

VI. Exportability:				
Agreements have been made by the system administration and participating faculty to serve as a demonstration site for prospective systems	1	2	3	4
Staff development activities which could be adapted/adopted readily by other school systems have been implemented	1	2	3	4
Methods and materials have been used/ developed which could be readily adapted by other school systems	1	2	3	4
			TOTAL	_____

DOCUMENTATION:

	No, not attempted	Yes, attempted but incomplete	Yes, attempted with no success	Yes, completed with success
VII. Evaluation:				
Student outcome objectives have been written and attempted	1	2	3	4
Staff outcome objectives have been written and attempted	1	2	3	4
Student/teacher/community questionnaires have been used to gather outcome data	1	2	3	4
Results of pre/post design studies are available	1	2	3	4
Effects of project activities on recipients of or participants in these activities, such as number of placements, visits to center, improvement in classroom climate have been kept	1	2	3	4
Process (procedural), product, (outcome) and financial data records have been kept	1	2	3	4
Results of the various evaluative efforts (objectives, questionnnaires) have been summarized into a readable form	1	2	3	4
Criteria, such as fewer absences, class disruptions or dropouts have been used to measure the affect of the project	1	2	3	4
An analysis of project costs have been done	1	2	3	4
			TOTAL	_____

DOCUMENTATION:

EVALUATOR STATEMENT:

Since this project has implemented the procedures recommended, has accomplished most of the objectives stated and, based on the data available, could be considered successful, I recommend that this project be refunded provided funds are available. YES ____ NO ____

Appendix O

DOMAIN: Work and Life Skills

GOAL: To help students develop daily living skills which will lead to a more responsible, productive and satisfying life.

Student outcome objective: Students will demonstrate a knowledge of income tax forms and regulations for filing returns.

Evaluation: This will be determined by the ability of 50% of the group to correctly "file" a hypothetical return following the unit on taxes.

Learning Activities	Related Subject and/or Skill Area	Resources
1. Invite an IRS representative to relate basic regulations to the students.	11th or 12th, Social Studies or Math.	
2. Prepare a glossary to tax terms and test students on their knowledge of them.		
3. Review computation of percentages.		
4.		

RESULTS:

DOMAIN: Interpersonal Effectiveness

GOAL: To assist students in improving human relations skills.

Student outcome objective: Students will exhibit more assertive and self confident behavior in groups.

Evaluation: Response records will be kept for individuals during group activities, such as "life raft or positive focus." These notations will be kept by the group leader during sessions. The occurrence of positive responses will increase by 30% after five sessions. Self-ratings by students may also be employed.

Learning Activities	Related Subject and/or Skill Area	Resources
1. Utilize the "communication game" with geometric shapes.	7th, English	Human Values in the Classroom--Hawley and Hawley, Page 115.
2. Utilize the "People and	8th, Social Studies	Human Values in the Classroom--Hawley and Hawley, Page 115.
3. Divide class into dyads and have them introduce one another after an "orientation to each other" session.	9th, all classes	Human Values in the Classroom--Hawley and Hawley, Page 115.
4.		

RESULTS:

Appendix P

GUIDE TO PROJECT EVALUATION*

In an effort to help you evaluate more properly, we offer this "guide" to measuring the affect and effect of your career guidance program. You might remember two things when considering evaluative methods:

(1) Evaluation is not to prove, but to improve.
(2) It is an important step in decision making.

The two kinds of evaluation are process and product. Process evaluation is simply appraising the means to the end(s) which you hope to accomplish. It is usually formative, en route, and circular, in that one uses the feedback received to make adjustments as needed in processes. Process evaluation tells one if the persons or methods planned have been implemented. Examples of items for this type of evaluation are:

(1) Every teacher was exposed to an interpretation of the needs assessment data. YES_____ NO_____

(2) A survey of possible work experience sites was done. YES_____ NO_____

(3) A speaker's bureau has been set up. YES_____ NO_____

Examples of types of instrumentation which might be used in process evaluation are given below.

Product evaluation is more complicated, more difficult and more important since it gives a true appraisal of the benefits of a program. Product evaluation can be short-term or longitudinal, both of which are important. It gives

one outcome data on actual effects of procedures, methods or materials utilized. In product evaluation one must consider first the population in question and the design to be used in the evaluation. More control is necessary here than in process evaluation. In most cases an experimental design such as the pre/post experimental one should be employed, although such designs do present problems in everyday situations. One should have a comparison group, but since setting up a true comparison group situation may be quite difficult or impossible, one should take into consideration the shortcomings and effects of variables that will exist.

Numerous types of measures can be used in product evaluation (some of which are listed below). The newest method is preparing criterion referenced tests or objectives covering any of the three domains: affective, cognitive or psychomotor. These "performance objectives" provide a quick, concise appraisal of outcomes. Some examples of this kind of measurement are:

— 100% of the students completing the career planning course will be able to list the steps to decision making.

The number of students replying "yes" to the item, "I need more help with career plans" will decrease by 50% following completion of the career planning course.

Following the unit on "community building" the number of peer conflicts in the classroom will decrease by 50% as determined by teacher observations.

Other examples of this type of objective can be found in the Handbook for Counselors in Georgia Schools. In preparing measurement devices for these objectives, we must remember the importance of the population, materials used and content of instruction.

Jones (1974) says that "knowledge outcomes are best measured by paper and pencil and interview technique. However, the assessment of attitude outcomes requires a combination of these techniques, as well as direct behavioral observation and interviews. Skills performance objectives are best measured by behavioral observation in simulated or real life settings . . . tabulated in frequencies per unit of times."

Along with or as a part of process and product data the evaluator might look for fringe benefits or side effects which occur, e.g., reduced absenteeism, better student and/or teacher morale, reduction in dropouts, fewer behavior problems.

Cost Benefits might also be considered. This is a comparison of program expenditures with benefits such as, costs of motivational preventive materials and in-service vs. loss of revenue through absenteeism, remediation, class disruptions.

Instrumentation - probably the best approach here is the multi-measures one. The list of measures below was taken from Metfessel and Michael (1967) who advocate this approach.

MULTIPLE CRITERION MEASURES FOR EVALUATION
OF SCHOOL PROGRAMS

I. Indicators of Status or Change in Cognitive and Affective Behaviors of Students in Terms of Standardized Measures and Scales Standardized achievement and ability tests, the scores on which allow inferences to be made regarding the extent to which cognitive objectives concerned with knowledge, comprehension, understanding, skills and applications have been attained.

Standardized self inventories designed to yield measures of adjustment, appreciations, attitudes, interests and temperament from which inferences can be formulated concerning the possession of psychological traits (such as defensiveness, rigidity, aggressiveness, cooperativeness, hostility and anxiety).

Standardized rating scales and check lists for judging the quality of products in visual arts, crafts, shop activities, penmanship, creative writing, exhibits for competitive events, cooking, typing, letter writing, fashion design and other activities.

Standardized tests of psychomotor skills and physical fitness.

II. Indicators of Status or Change in Cognitive and Affective Behaviors of Students by Informal or Semiformal Teachermade Instruments or Devices

Interviews: frequencies and measurable levels of responses to formal and informal questions raised in a face-to-face interrogation.

Peer nominations: frequencies of selection or of assignment to leadership roles for which the sociogram technique may be particularly suitable.

Questionnaires: frequencies of responses to items in an objective format and numbers of responses to categorized dimensions developed from the content analysis of responses to open-ended questions.

Self evaluation measures: student's own reports on his perceived or desired level of achievement, on his perceptions of his personal and social adjustment and on his future academic and vocational plans.

Teachermade rating scales and check lists for observation of classroom behaviors: performance levels of speech, music and art; manifestation of creative endeavors, personal and social adjustment, physical well being.

III. Indicators of Status or Change in Student Behavior Other than Those Measured by Tests, Inventories and Observation Scales in Relation to the Task of Evaluating Objectives of School Programs

Absences: full-day, half-day, part-day and other selective indices pertaining to frequency and duration of lack of attendance.

Anecdotal records: critical incidents noted including frequencies of behaviors judged to be highly undesirable or highly deserving of commendation.

Assignments: numbers and types completed with some sort of quality rating or mark attached.

Autobiographical data: behaviors reported that could be classified and subsequently assigned judgmental values concerning their appropriateness relative to specific objectives concerned with human development.

Choices expressed or carried out: vocational, avocational and educational (especially in relation to their judged appropriateness to known physical, intellectual, emotional, social, aesthetic, interest and other factors).

Disciplinary actions taken: frequency and type.

Dropouts: numbers of students leaving school before completion of program of studies.

Grade placement: the success or lack of success in being promoted or retained; number of times accelerated or skipped.

Grade point average: including numbers of recommended units of course work in academic as well as in non-college preparatory programs.

Homework assignments: punctuality of completion, quantifiable judgments of quality such as class marks.

Peer group participation: frequency and duration of activity in what are judged to be socially acceptable and socially undesirable behaviors.

Recidivism by students: incidents (presence or absence or frequency of occurrence) of a given student's returning to a probationary status, to a detention facility or to observable behavior patterns judged to be socially undesirable (intoxicated state, dope addiction, hostile acts including arrests, sexual deviation).

Referrals: by teacher to counselor, psychologists or administrator for disciplinary action, for special aid in overcoming learning difficulties, for behavior disorders, for health defects or for part-time employment activities.

Referrals: by student himself (presence, absence or frequency).

Skills: demonstration of new or increased competencies such as those found in physical education, crafts, homemaking and the arts that are not measured in a highly valid fashion by available tests and scales.

Tardiness: frequency of.

IV. Indicators of Status or Change in Cognitive and Affective Behaviors of Teachers and Other School Personnel in Relation to the Evaluation of School Programs

Moonlighting: frequency of outside jobs and time spent in these activities by teachers or other school personnel.

Rating scales and check lists (e.g., graphic rating scales or the sematic differential) of operationally-stated dimensions of teachers' behaviors in the classroom or of administrators' behaviors in the school setting from which observers may formulate inferences regarding changes of behavior that reflect what are judged to be desirable gains in professional competence, skills, attitudes, adjustment, interests and work efficiency; the perceptions of various members of the total school community (parents, teachers, administrators, counselors, students and classified employees) of the behaviors of other members may also be obtained and compared.

Termination: frequency of voluntary or involuntary resignation or dismissals of school personnel.

Transfers: frequency of requests of teachers to move from one school to another.

V. Indicators of Community Behaviors in Relation to the Evaluation of School Programs

Attendance at special school events, at meetings of the board of education or at other group activities by parents: frequency of.

Conferences of parent-teacher, parent-counselor, parent-administrator sought by parents: frequency of request.

Letters: frequency of praiseworthy or critical comments about school programs and services and about personnel participating in them. Parental response to letters and report cards upon written or oral request by school personnel: frequency of compliance by parents. Telephone calls from parents, alumni and from personnel in communications media (e.g., newspaper reporters): frequency, duration and quantifiable judgments about statements monitored from telephone conversations.

As stated earlier, any of these types of measures should be adapted to the needs of each situation.

Cautions - Gains or losses on any appraisal can be due to a number of factors. The possibility of nonvalid measures and human error should also be considered when analyzing results.

*Main sources: James, G. Brian, et.al. A Manual for Developing Career Guidance Programs. Educational Properties, Inc., 1974.

Metfessel, N. and Michael, W. "A Paradigm Involving Multiple Criterion Measures for the Evaluation of the Effectiveness of School Programs." Educational and Psychological Measurement, 1967.

Appendix Q

(See CE 018 339)